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ABSTRACT

The manual describes a workshop designed to provide parents of normal and hearing or language impaired young children with information on helping their child's communication development. The workshop series is presented in four sessions intended for 2 hours at a time. Preparation procedures are outlined along with facilitating factors. Curriculum content for each of the four sessions includes an agenda, list of objectives, materials needed, activities/procedures, and evaluation methods. Sample forms, charts, and ideas from previous workshops are included. Topics explored are the following (sample subtopics in parentheses): how children learn to talk (stages in language development); how hearing and talking interrelate (anatomy of the ear); how to help children listen and pay attention (communication signals, nonverbal communication); and how to improve children's talking (speech sounds, development of speech). (CL)

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Help Your Child to Listen and Talk Better

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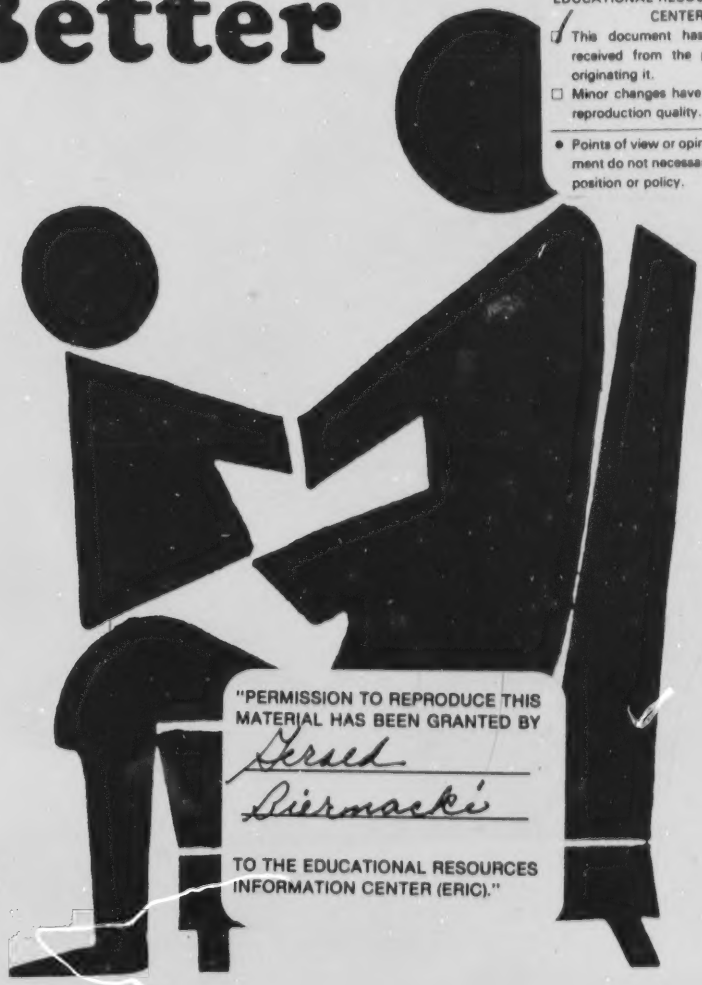

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A Workshop for PARENTS

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This Workshop for Parents in its present form was developed by Rhodene Campbell and Penny Jean Mueller. Significant contributions were also made by other members of Toledo Public Schools Early Childhood Program, especially, Therese Grossmann, Jane Judy, Helen Orringer, Barbara Price, and Ruth Johnson, Editor. Cover designed by Carolyn Zimmerman.

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PREFACE

This workshop series, consisting of four two-hour sessions, is designed to provide basic information to parents on how to help their child listen and talk better. While this workshop was originally developed for parents of young children with middle ear problems, the information and ideas presented should be of benefit to any parents with young children in the process of acquiring language.

This product was developed through Preschool C.H.I.L.D., a federally funded project within the Toledo Public School System. Support for this project came, in part, from an HCEEP Grant (#G008000197) of the U.S.O.E. The contents of this product, however, does not necessarily reflect the position of policy of the U.S. Office of Education, and no official endorsement of these materials should be inferred.

HELP YOUR CHILD

TO

LISTEN AND TALK BETTER

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GUIDE
to
PARENT WORKSHOP SERIES
on
LANGUAGE DEVELOPMENT

TITLE: Help Your Child to Listen and Talk Better

PURPOSE: Provide basic information on how hearing and talking go together and offer practical suggestions on how to foster listening and language skills in young children.

TARGET AUDIENCE: Parents of young children with suspected or identified language and/or hearing deficits.

RATIONALE: Parents play the key role in the growth and development of their child. This is especially true in terms of language development. To be effective in nurturing the language development of their child, parents need a basic understanding of the relationship between hearing and talking.

Because of the frequency and serious implications of middle ear infection in young children, parents also need to be aware of the nature of otitis media and how to provide effective intervention for this condition.

FORMAT: Informational sessions of two hours offered once a week for a period of four weeks. Such a series may then be repeated several times throughout the year. While regular sequential attendance is preferred, repeating the series allows a parent who may need to miss one or two of the scheduled sessions the opportunity to participate at some other time during the year. Some parents may also feel it helpful to repeat the entire series or just one or two particular sessions.

PREPARATION PROCEDURES:

1. Determine and make arrangements for appropriate time and place for meetings.

   Things to keep in mind include:

   - convenient time of day

     Some parents, because of daily work schedules, prefer evening meetings; others may prefer to be home in the evening and would thus find morning or afternoon sessions more convenient.

Perhaps offering one series in the morning or afternoon and the next series of meetings in the evenings would serve to accommodate more parents.

- convenient time of year

  Times to avoid would perhaps include the period immediately preceding Christmas, known bad weather seasons, and late in the school year when interest may be waning.

- comfortable setting

  A warm informal setting that allows for group interaction is preferable to a classroom-type environment.

2. Contact resource people (audiologist, speech/language therapist, etc.) to serve as presenters for different sessions.

3. Secure necessary equipment and materials. Such equipment may include overhead projector, slide projector, video tape recorder, screens, etc.

   Materials that may be used include such things as pocket folders (for agendas, hand-outs, notes, etc.) pencils, and appropriate hand-outs (see list of forms, p.3a)

4. Inform parents of the meetings.

   There are a variety of ways to advertise these meetings. Using a combination of options usually produces better results than limiting promotion to just one mode.

   Different options include:

   - flyers/brochures sent home with the children or mailed. (Bulk mailing may be considered as one way to keep expenses at a minimum.) (see sample flyers, Forms A,B-1,B-2, & B-3)

   - notice printed in a Parent Newsletter

   - notice posted on strategic bulletin boards

   - personal phone calls to parents

   - enrolling parents in the class at the time of child-intake into the program

   - notice in the local newspaper

   - word-of-mouth through staff members, volunteer parents, and parents who have already participated in such sessions. (Word-of-mouth is probably the most effective method of advertising.)

FACILITATING FACTORS:

1. Car pools may encourage regular attendance. A specific number to call for car pool information could be posted with the meeting announcement. One person on the staff or a volunteer could serve as car pool coordinator.

2. Baby-sitting arrangements during the time of the meetings is another important consideration that will free more parents to attend the sessions. Junior high or high school students from a nearby school or volunteers could possibly provide such baby-sitting.

3. Coffee, or coffee and cookies, helps to get a meeting off to a good start. This puts parents at ease and facilitates their participation at question and discussion times.

4. Name tags and introductions for presenters and participants help in getting people acquainted. This also facilitates participation at discussion and question times. Name tags for the young children also help the sitters relate more readily to them.

5. Clearly indicating "Free" on meeting announcements about the workshop series and accompanying babysitting services will perhaps invite more people to take notice.

6. Using the names and titles of presenters for the program may be more effective than just listing topics to be addressed.

LIST OF FORMS*

PREWORKSHOP FLYERS

Form A	Sample Flyer - All Sessions
Form B-1	Sample Flyer - Session II
Form B-2	Sample Flyer - Session III
Form B-3	Sample Flyer - Session IV

SESSION I HOW YOUR CHILD LEARNS TO TALK

Form C	**Sample Interview Technique**
Form D	**Ideas From Parents**
Form E-1	**Stages In Language Development**
Form E-2	**Stages In Language Development**
Form F	**Language Development Chart**
Form G	**Normal Language Samples**
Form H-1	**Matching Game**
Form H-2	**Matching Game Answer Sheet**

SESSION II HOW HEARING AND TALKING GO TOGETHER

Form I	**Let's Look Inside**
Form J-1	**Parts, Problems, and Treatment**
Form J-2	**Parts, Problems, and Treatment Answer Sheet**
Form K	**Frequency Chart**

SESSION III HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

Form L-1	**Communication Game**
Form L-2	**Importance of Communication Interaction**
Form M	**Signals Important For Communication**
Form N	**How Does The Infant Know**
Form O	**Learning About Objects And Events**
Form P	**Check List Of Non-Verbal Communication**
Form Q	**"Rules Of Talking"**
Form R	**Verbal Communication List**
Form S	**Listening And Talking**
Form T	**Learning Language**

SESSION IV HOW TO IMPROVE YOUR CHILD'S TALKING

Form U	**Communicative Intent**
Form V	**Infant And Child Communication**
Form W	**Speech Sounds**
Form X-1	**Development Of Speech Elements**
Form X-2	**The Development Of Speech**

*These forms are filed behind the outline for each session.

Form A

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

4 CLASSES - 2 HOURS EACH

CLASS I — HOW YOUR CHILD LEARNS TO TALK
Monday - October 11 7:00 to 9:00 P.M.
Jane Judy - Language Development Specialist
Toledo Public Schools Early Childhood Program

CLASS II — HOW HEARING AND TALKING GO TOGETHER
Monday - October 18 7:00 to 9:00 P.M.
Barb Price - Educational Audiologist
Lucas County Board of Education

CLASS III — HOW TO HELP YOUR CHILD LISTEN & PAY ATTENTION
Monday - October 25 7:00 to 9:00 P.M.
Penny Mueller - Parent Education Coordinator
Toledo Public Schools Early Childhood Program

CLASS IV — HOW TO IMPROVE YOUR CHILDS TALKING
Monday - November 1 7:00 to 9:00 P.M.
Dean Campbell - Mainstream Child Communication Consultant - Toledo Public Schools Early Childhood Program

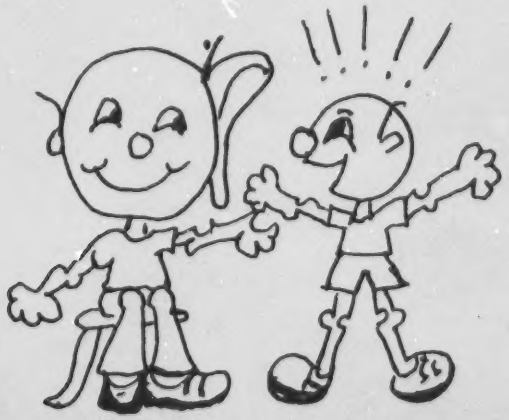
McKesson School
1624 Tracy Street

Refreshments
Babysitting Available

Please feel free to come to one or all of these classes, because each class is a separate topic all by itself.

We can better plan for space and babysitting arrangements if you would call and let us know you are coming.

For more information call Dean Campbell or Penny Mueller, 666-5181.



Form B-1

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

CLASS II

HOW HEARING

AND TALKING

GO TOGETHER

THURSDAY, DECEMBER 3, 9:00 - 11:00 A.M.

Barbara Price, our Educational Audiologist, will be the main speaker

Please feel free to come to one or all of these classes,
because each class is a separate topic all by itself.

CHERRY PRESCHOOL
340 Stanley Court

Baby Sitting Available
Refreshments

Form B-2

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

CLASS III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

THURSDAY - DECEMBER 10, 9:00 - 11:00 A.M.

Please feel free to come to one or all of these classes,

because each class is a separate topic all be itself.

CHERRY PRESCHOOL
340 Stanley Court

Baby Sitting Available

Refreshments

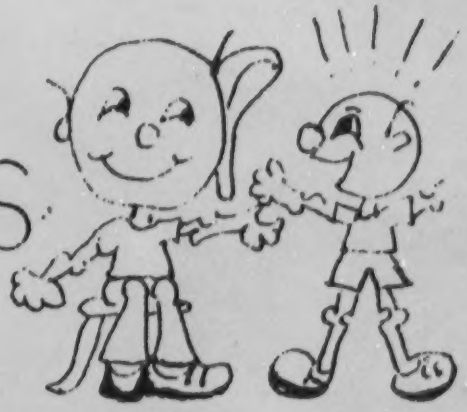
Form B-3

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

CLASS IV

HOW TO IMPROVE YOUR CHILD'S TALKING



Thursday - December 17, 9:00 - 11:00 A.M.

Please feel free to come to one or all of these classes, because each class is a separate topic all be itself.

CHERRY PRESCHOOL
340 Stanley Court

Baby Sitting Available

Refreshments

CURRICULUM CONTENT

SESSION I

HOW YOUR CHILD LEARNS TO TALK

AGENDA I

30 Minutes - Introductions and Interview Questions

30 Minutes - Develop Working Definitions:
communication, language, speech

30 Minutes - How Young Children Acquire Language

30 Minutes - Matching Game using Stages in Language Development

Homework: Participants should start a list of samples of their child's talking to bring back to Classes III and IV.

SESSION I

TITLE: HOW YOUR CHILD LEARNS TO TALK

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATIONS
Getting Acquainted With All Participants in the Class (30 min.)	To get to know each other	Sample Interview Techniques (Form C)	Break into pairs; interview each other Introduce each other to the group	
Working Definitions (30 min.)	To develop definitions for the terms communication, language, and speech	Chalkboard, chalk Ideas from Parents (Form D)	Invite audience participation in defining: - communication - language - speech Emphasize developmental sequence progressing from communication, to language, to speech Record audience input for definitions of terms	Compare participants' answers to Form D
Stages and Process of Normal Language Development (60 min.)	To become aware of the normal process through which young children learn language To differentiate between receptive language and expressive language To become aware of stages of language development in the early childhood years	Stages In Language Development Chart (overhead transparency) and handout (Forms E-1 and E-2) Language Development Chart (Form F) Normal Language Samples (Form G)	Discuss charts Discuss handouts Matching Game (Form H-1) Assign recording language samples from children at home	Compare participants' answers with answer sheet (Form H-2)

SESSION I

A. Basic Concepts

There is a natural progression from communication, to language, to speech.

Communication: imparting thoughts by speech or signing or writing; interchange of thoughts; sharing thoughts, ideas, and feelings.

Language: communication by voice - auditory symbols - set of symbols used in uniform fashion by number of people - non linguistic means i.e., animals or language of birds - any kind of communication with set of symbols - any set of signs - signals or symbols which convey meaning including written words called language - mutual code or system to communicate.

Speech: utterance - spoken language - articulate vocal sounds - act of talking - acts of putting symbols to use (example - He couldn't understand the speech of the natives because it was in a foreign language.)

How Young Children Acquire Language

Young children learn language by interacting with other people. The nature of this interaction depends, to a large extent, on the age and developmental stage of the young child. The process of language development can be divided into six different stages which are usually experienced by young children from birth through eight years of age. While all young children go through these various stages in the same sequences, chronological ages for the various stages may differ from child to child. Thus, parents and educators working with young children need to take their cues from the communication efforts of the child in order to determine the most appropriate verbal response.

The six stages of language development are outlined in Form E. The focus of this outline is on the nature of the child's communication attempts

and appropriate verbal responses from an adult for each stage of language development. Following is a summary of this outline (Form E).

Stage I

Child's Communication Attempts: vocalizations

Appropriate Adult Response: kind, loving, intoned speech

Stage II

Child: babbling with intonation

Adult: descriptive labeling

Stage III

Child: naming (actions, qualities, etc.)

Adult: simple sentences

Stage IV

Child: telegraphic speech (e.g., "Mom come")

Adult: expansion and modeling and the use of more complex sentences

Stage V

Child: simple and complex sentences

Adult: cognitive ideas related to causality, comparisons, time, and questions

Stage VI

Child: cognitive language and precision in articulation

Adult: reasoning and deductions

B. Implications for Working With Young Children

Not all children accomplish the stages of language development at the same ages or at the same rate. Thus, it is important to carefully analyze

a young child's communication patterns to determine which stage best describes the child's talking. This information is then used to determine what level of response would be most appropriate for encouraging the young child's speech and language development.

The following example illustrates how a parent might use The Stages in Language Development as a helpful tool in appropriately matching verbal responses to their young child's communication attempts.

Typical utterances of Jessie, three years of age, include "Me do it" and "More juice." The parent notes that these utterances represent telegraphic speech which is characteristic of Stage IV. Thus, the parents concentrate on providing expansion, modeling, and complex sentences.

Providing expansion means acknowledging and reinforcing what the child says. Expansion usually involves repeating the child's thought in a complete sentence. For example, in response to "More juice," a parent may say "Oh, you want more juice."

Modeling involves increasing or extending the child's vocabulary by adding new ideas and new words to his or her idea. For example, in response to "Me do it," a parent may say "You want to mix the Kool-aid. Here's a big spoon."

Appropriate language modeling and positive reinforcement for the child's communication efforts are extremely important for language development. Strong reinforcers include such things as attention and positive reaction to what the child says.

C. References

Simons, A. Language and Hearing. In L. Connor. Speech for the Deaf Child. Washington D.C.: The Alexandar Graham Bell Association for the Deaf, Inc., 1971.

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Menyuk, P. Sentences Children Use. M.I.T. Res. Monograph #52. Cambridge, Mass: M.I.T. Press, 1969.

McLean, J. and Snyder-McLean, L. A Transactional Approach To Early Language Training. Merrill Communication Development and Communication Disorders Series, 1981.

FORM C

SAMPLE INTERVIEW QUESTIONS

What is your name?

What do you enjoy doing most?

What are your interests or spare time activities?

Will you tell me about your family?

What have you been doing in the past few years?

Form D

IDEAS PARENTS HAVE SUGGESTED

COMMUNICATION:

* - "sharing thoughts, ideas and feelings"
- talking
- receiving and sending
- listening
- sharing thoughts
- feelings
- gestures
- signs
- facial expressions
- body language
- understanding
- two people - back and forth
- get ideas across
- signs - TV
- touching

LANGUAGE:

* - mutual code or system to communicate
- tool to communicate
- culture and environment
- complex process
- reading
- vocabulary
- grammar
- origin
- sounds
- slang
- parts of speech
- meaning
- tone or pitch
- word order
- formal
- verbal (words) voice - written
- using symbols (sign or oral)
- different languages
  - English
  - Spanish
  - French
  - Vietnamese
  - Japanese
  - Sign Language - hands
- common words or signs (same)
- alphabet
- sequence
- spelling

SPEECH:

* - act of talking
- tone
- pitch
- articulation
- pronunciation
- intonation
- inflection

Example from the dictionary of the difference between speech and language:

"He couldn't understand the speech of the native's because it was in a foreign language."

* = preferred definition

STAGES IN LANGUAGE DEVELOPMENT

STAGE I
0-6 mo.

Vocalizations ⟷ Kind, loving, intoned speech patterns

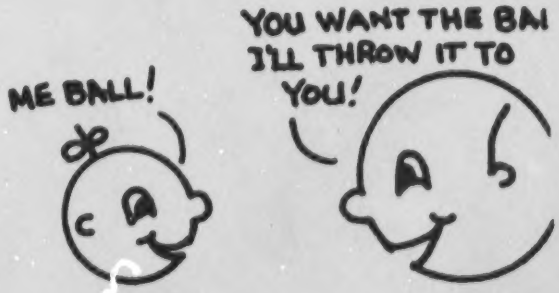
STAGE II
6-8 mo.

Babbling with intonation ⟷ Descriptive lab ing (object presen

STAGE III
12-15 mo.

Naming (things, actions, qualities) ⟷ Simple sentences

STAGE IV
2 yrs.



Telegraphic Speech ⟷ Expansion and modeling and comple sentences

STAGE V
3 yrs.

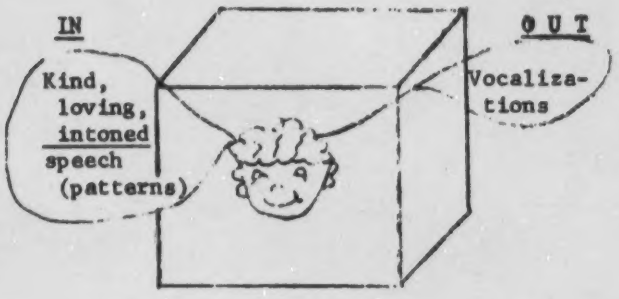
Simple and complex sentences ⟷ Cognitive language, e.g., causality, questions,

STAGE VI
7-8 yrs.

Cognitive language and precision in articulation ⟷ Reasoning and deduction

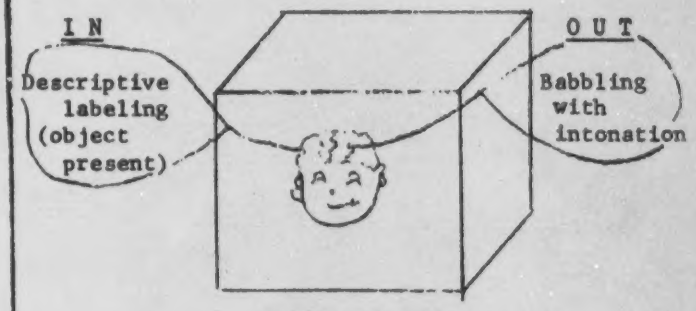
Form E - 2

STAGES IN LANGUAGE DEVELOPMENT



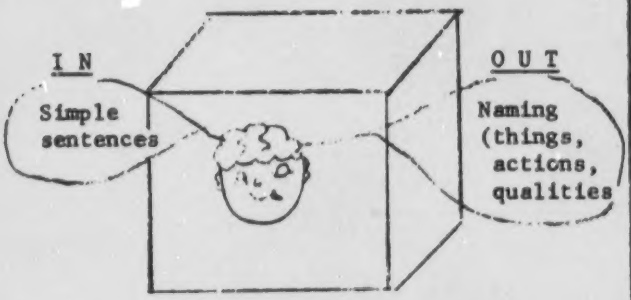
STAGE I

0-6 Months



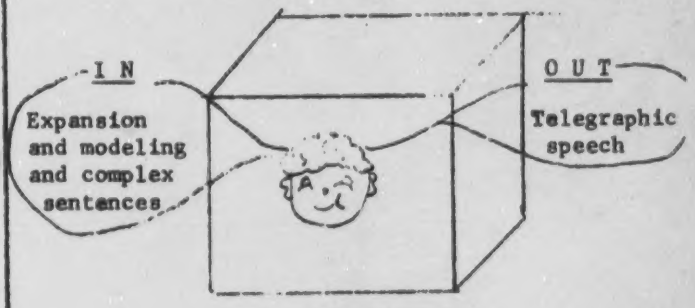
STAGE II

6-8 Months



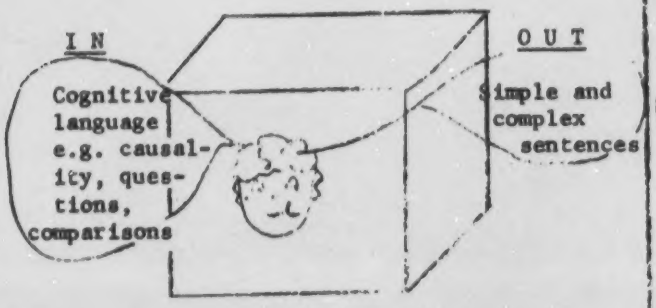
STAGE III

12-15 Months



STAGE IV

2 years



STAGE V

3 Years

STAGE VI

7-8 Years

Form F

LANGUAGE DEVELOPMENT CHART

Age	Receptive	Expressive
0-6 months	- responds to quiet voice (calms or soothes the child) - listens and looks at speaker - localizes speaker by watching lips and mouth	- uses crying and cooing to express pleasure and pain
6-12 months	- listens to people talking (turns toward and attends to speaker) - generally localizes environmental sounds (turns head toward sound) - understands names of things - understands simple directions ("Come to Daddy") - understands simple questions	- vocalizes to his name (coos or gurgles when addressed) - plays Pat-a-cake and Peek-a-boo-type games - begins using first words with meaning
12-18 months	- understands names of large body parts - begins to group objects (animals, clothes, food) - follows two consecutive commands	- uses and imitates more words instead of gestures - responds to music by vocalizing (babbles or coos) - uses more consonant sounds such as M, T, D, and H
18-24 months	- aware of pronouns and verbs ("Give it to her." "Bring the ball to me.") - can follow two to three related commands ("Take this book and give it to Daddy.") - understands complex sentences ("After we eat dinner we will play ball.")	- imitates environmental sounds (cars, planes, etc.) - begins using simple sentences ("Me go.") - uses his first name (refers to self by name)

Age	Receptive	Expressive
24-30 months	- understands several action words, such as eating, running - understands function type questions ("What do you wear to bed?")	- uses telegraphic phrases, such as, "Me go home." - asks for help, if needed
30-36 months	- understands most common verbs, adjectives, and prepositions - is curious why and how things work - remembers things from recent past	- talks about his experiences - uses plural forms
36-48 months	- enjoys listening to longer stories - understands that words can have more than one meaning ("Do you hear the dog bark?" "Let's feel the bark on the tree.")	- plays with rhyming words and sounds - asks lots of questions - uses more than one complete sentence to express an idea - uses his talking to control others. ("I want a cookie now.") - may have some normal nonfluencies (repeating sounds, syllables, or whole words)
48-60 months	- knows common opposites (big, little, hard, soft, heavy, light, etc.) - can classify a group of objects into basic categories (foods, animals, clothing, etc.)	- uses more complex sentences and question forms - may still exhibit some nonfluencies

NORMAL LANGUAGE SAMPLES

1 year: up - oh ta - oh ya ta - a ma - eee eee - m am - a ya - a llll more - ma-ma - hum - yum - ya - ma ja na - ma - ha ha ha - bye

2 years 6 months: I want a piece in my purse - Coll climbing way up there - I want a piece - Coll, let me neet it. Thanks. - Button this - What? - no my dolly go - you my mutter - Do dat - dis - I can do it colleen - okay - I put it away - puffet - a puppet

2 years 10 months: I can't know where it is - Here hold this - I got five dollars - I got twenty five - Look at Mickey Mouse - I got it - Hey, will you get me a pen to write - I want to write in Daddy's chair with crayons - this is crayons, but not pens, I can't write on

3 years 8 months: This is grandpa's letter - Could you get that - your busy right now - eyes, nose and a face - and a hand and a - whose is this letter - would you push up more - could I stand up and do it - it 's hard for me to write - I could do sumpin like sit on it

4 years 6 months: Move this stuff - Daddy, will you make these - Mommy, will you make the airport - and do you like my new classroom - I sat in the corner two times today - I don't know - when you were just that tall - when I was in my mom's stomach - I'm using another one

2 years 2 months: I wanna hear Debbie - I want up - going night night bed - I want Brandy up - I want little yamb - thank you - Mommy pick me up - I'll have a ride - no, I want another bow - I want bow - mama up - oh, oh - I want dat - I want dis - I wanna ride da piggy

2 years 10 months: What's a matter - those we don't need - I'm going to throw this ball - move away from it - Cammy, you can't play - I wanna go bake a cake - could I play with the toys upstairs - I need a measuring cup - I want to get out of here - baby wants his milk

5 years: I wish we didn't buy no Becky doll - well, we're going to have a fire drill on that bus - know why we're having a fire drill - if there's a real fire, we go in the back door cause that's the safest place - what has ten legs and an elephant eats it - a mouse

5 years 3 months: Mom, do you want me to show you that I like this kind of cherries - Now you gave me to much milk - I'll throw that in the garbage - I thought there would be lots of oatmeal - Mom, I wanted more than this - everytime I stir it, it starts spilling - it's getting orange

2 years 5 months: Mommy straw - bending straw - huh, mine - no, Caroline do - Helen come to Caroline house - Mom, all done - see, fall down - no more - Mommy toy - up high potty - I go potty - Daddy pick up big one - more - huh, come out - No Mom - more - in a minute - my spoon - no

Form H-1

MATCHING STAGES OF LANGUAGE DEVELOPMENT

	STAGES
1. Child begins using simple sentences.	
2. Child vocalizes to his name.	
3. Adult uses intoned speech pattern	
4. Adult uses simple sentences.	
5. Adult uses reasoning and deductions.	
6. Child talks about experiences.	
7. Child uses crying and cooing to express pleasure and pain.	
8. Adult labels objects.	
9. Adult uses more complex sentences.	
10. Adult uses more cognitive language and questions.	
11. Child uses names of things (labels).	
12. Child uses more complex sentences.	

Determine the stages of language development represented on the language development chart.

Form H-2

MATCHING STAGES OF LANGUAGE DEVELOPMENT

		STAGES
1.	Child begins using simple sentences.	IV
2.	Child vocalizes to his name.	II
3.	Adult uses intoned speech pattern	I
4.	Adult uses simple sentences.	III
5.	Adult uses reasoning and deductions.	VI
6.	Child talks about experiences.	V
7.	Child uses crying and cooing to express pleasure and pain.	I
8.	Adult labels objects.	II
9.	Adult uses more complex sentences.	IV
10.	Adult uses more cognitive language and questions.	V
11.	Child uses names of things (labels).	III
12.	Child uses more complex sentences.	VI

Determine the stages of language development represented on the language development chart.

SESSION II

HOW HEARING AND TALKING GO TOGETHER

AGENDA II

15 Minutes - Introductions

15 Minutes - Questions from previous session

30 Minutes - "Unfair Spelling Test"

60 Minutes - Parts of the ear: related problems and treatment

Otitis media: symptoms, medical implications, testing, educational implications

Homework: Remind participants to bring a list of samples of their child's talking to Sessions III and IV.

SESSION II

HOW HEARING AND TALKING GO TOGETHER

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Getting Further Acquainted With All Participants in the Class (15 min.)	To get to know each other better		Tell something about yourself that happened in the last few weeks	
Questions From Previous Week (15 min.)	To clarify information already presented		Solicit questions from participants	
"Unfair Spelling Test" (30 min.)	To sensitize participants to the implications of mild hearing difficulties	Tape recorder and audio cassette Tape "Understanding The Hearing Impaired" from the kit "Kids Come in Special Flavors" P.O. Box 562 Dayton, OH 45405 -or- Record player and record "Getting Through" by Zenith Radio Corp. 6501 W. Grand Ave. Chicago, IL 60635 Paper and pencil for all participants	Play recording of spelling test Have participants write their answers Share impressions after each section of test	
Parts of the Ear (30 min.)	To be aware of the three main parts of the ear To be aware of the function, problems, and possible treatment of the different parts of the ear	"Let's Look Inside" (Form I) Large Ear Chart "Parts, Problems, and Treatment" (Form J)	Presentation by audiologist	"Parts, Problems, and Treatment" completed by participants (Form J)

SESSION II

HOW HEARING AND TALKING GO TOGETHER

(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Otitis Media (30 min.)	To develop understanding of the nature of otitis media To develop awareness of symptoms of otitis media To develop awareness of importance of medical attention for otitis media To develop awareness of testing procedures for identifying otitis media To develop awareness of treatment procedures for otitis media To develop awareness of potential long range educational implications, particularly language	Frequency Chart (Form K) Pamphlets: Understanding Otitis Media - Burroughs-Wellcome Co. Research Triangle Park, NC 27709 Tonsillectomy and Adenoidectomy - Starkey Laboratories Box 9457 Minneapolis, MN 55440 Myringotomy - Starkey Laboratories Box 9457 Minneapolis, MN 55440 Hearing Health Care Series - Otitis Media Aticon P.O. Box 1511 Union, NJ 07083 Other appropriate pamphlets	Open discussion of middle ear problems and their implications including participants sharing experiences, questions and concerns	

SESSION II

HOW HEARING AND TALKING GO TOGETHER

A. Basic Concepts

1. The ability to hear well is critical to language acquisition.
2. Information on the three parts of the ear, related problems and treatment is included on the chart, "The Ear: Parts, Problems, Treatment."
3. Otitis media, or the presence of fluid in the middle ear, is one of the most frequent causes of conductive hearing impairment in the preschool years.
4. Repeated bouts of otitis media are common in young children usually under age 6 and occur more frequently in winter than in summer.
5. Symptoms of otitis media may include the following:

   -ear infections (draining ears/ear aches)
   -fever
   -mouth breathing
   -tonsilitis
   -rubbing/pulling at the ears
   -inconsistent response to sound
   -use of gestures rather than verbal expressions
   -need for radio and TV to be excessively loud
   -inconsistent behavior on a day-to-day basis
   -irregular sleep patterns
   -difficulty recognizing environmental sounds
   -difficulty with speech and language
   -difficulty locating the source of sounds not in line of vision
   -inability to follow, or attend to, stories read aloud
   -balance problems
   -distractability by outside noises
   -frequent need for repetition of directions and information

6. Impedance audiometry is a very effective screening procedure for identification of otitis media.
7. Prompt medical attention is extremely important for young children with recurrent otitis media.
8. Recurrent otitis media in the first 6 years may lead to language/learning difficulties beyond the pre-school years.

B. References

BOOKS:

Hearing In Children, by Jerry Northern, Ph.D., and Marion Downs, M.A.

The Ear and How It Works, by Francis L. Lederer, M.D.

The Hidden Handicap, Toledo Public Schools, 1982.

Sound and Hearing (Life Science Library, Time, Inc., Peabody College Library).

RECORDS:

How They Hear by Gordon N. Stowe and Associates

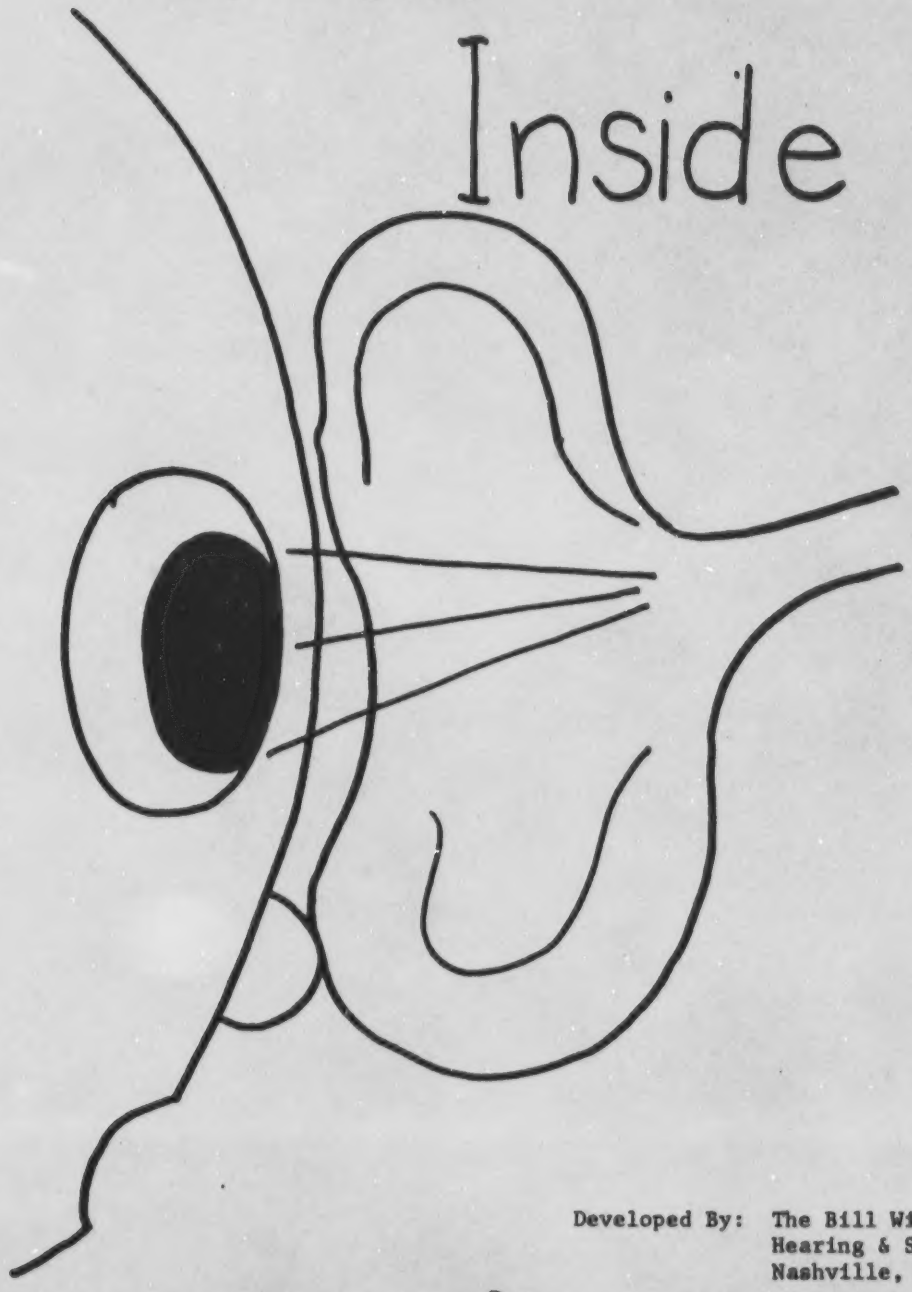
How We Hear (Belton: Electronics Corporation, Chicago, IL), with film strip.

KIT:

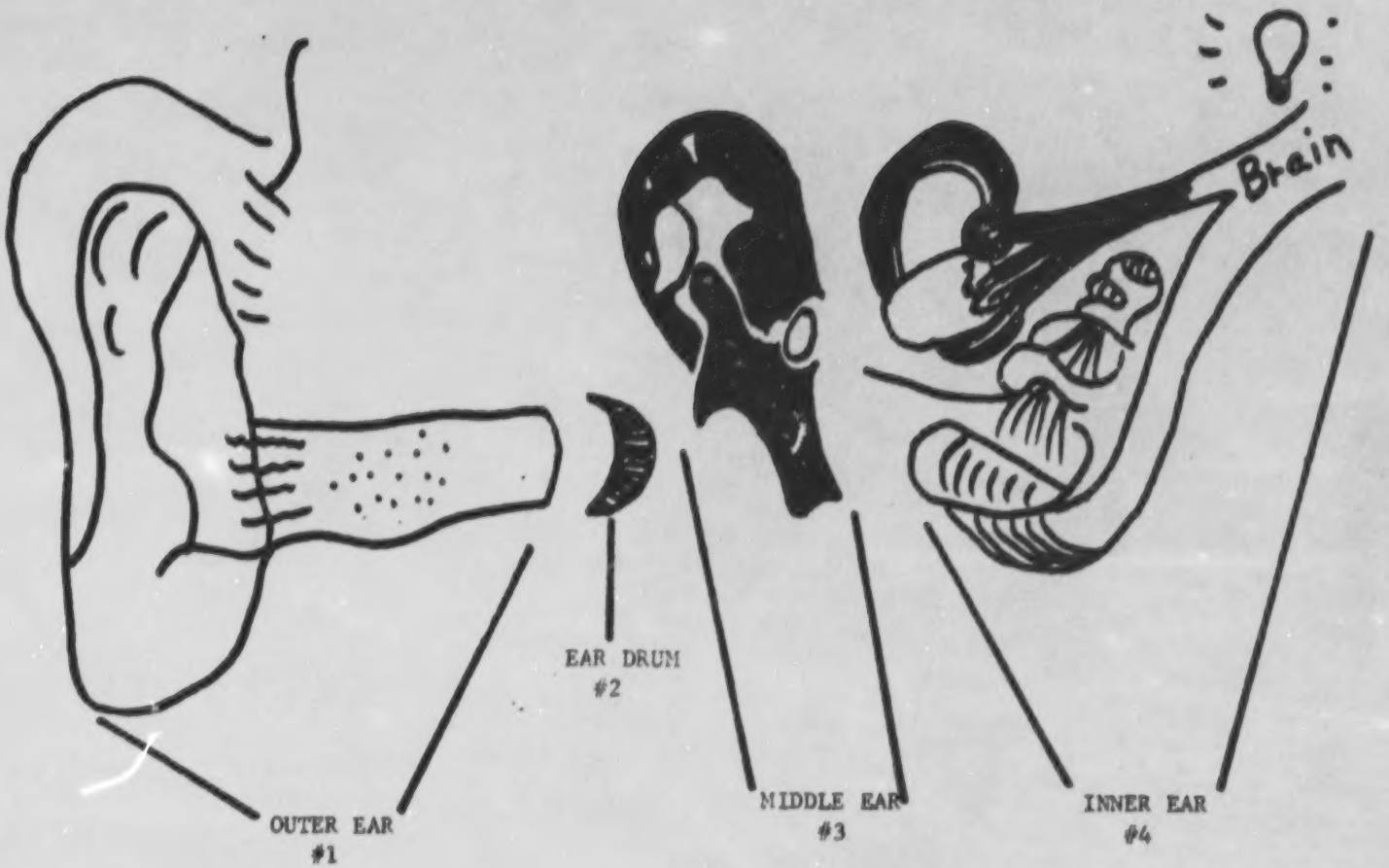
Kids Come in Different Flavors, Dayton, Ohio.

Form I

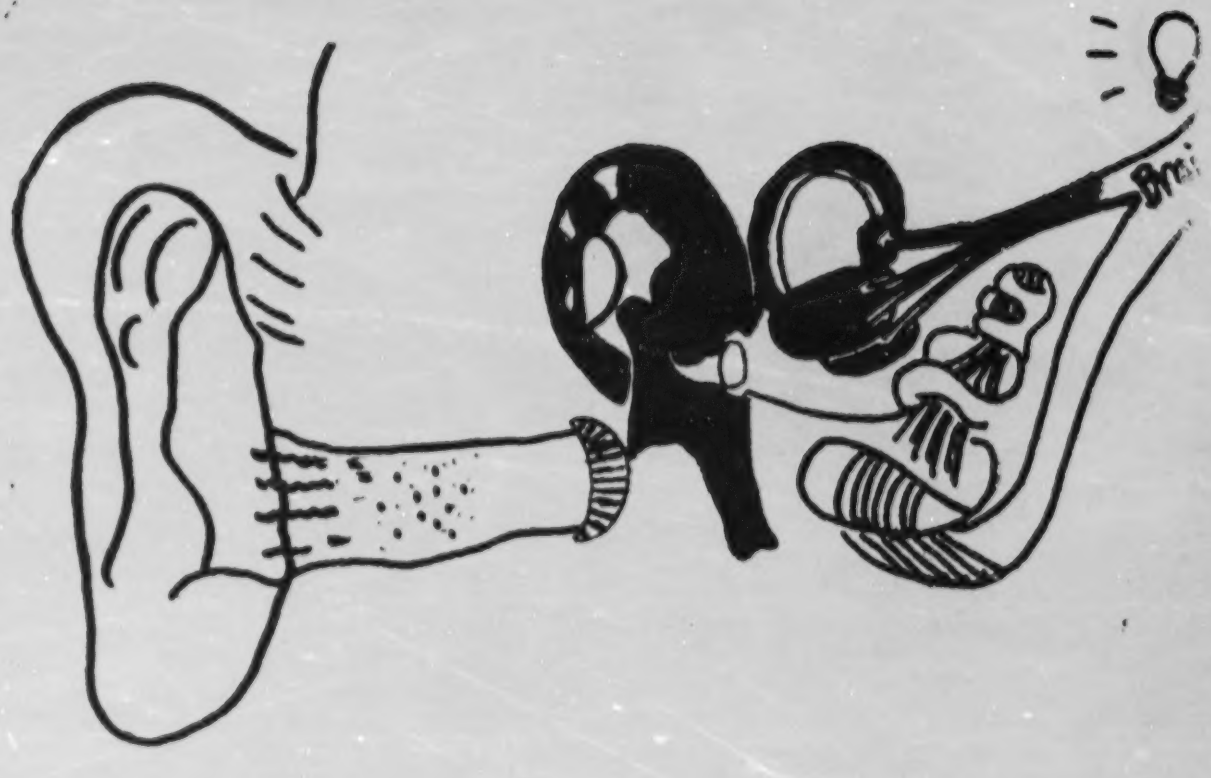
Let's Look Inside



Developed By: The Bill Wilkerson
Hearing & Speech Center
Nashville, Tenn.



Form I p.2



What does the doctor see when he looks in the ear? Can a doctor tell if my child has a hearing loss by looking in my child's ear?

Should I take my child to an ear doctor to see if he has a nerve loss?

Can a doctor operate on my child's ear and help him?

These questions and countless others have come from parents upon finding that their child has a hearing loss. These are good questions and they show that parents have been thinking about their child's problem as well as any possible solutions to the problem.

Now let's talk about the ear, the anatomy, what the ear looks like, and how the ear works or how you hear. We hope in describing the ear and its function that we will have answered some of the questions you too have been asking.

The ear is divided into three parts: The <u>OUTER EAR</u>, the <u>MIDDLE EAR</u>, and the <u>INNER EAR</u>.

The OUTER EAR (See # 1) is the portion of the ear which you can see. When you ask a young child to show you his ear, he will reach up and touch the OUTER EAR.

Another part of the outer ear is the ear canal. This canal is like a tiny tunnel. If you look into the ear, you would see one end, or the opening, of the tunnel. Although this tunnel is only about one inch long, it is difficult to see the other end without an instrument the doctor uses. Wax which is made in the ear canal protects the ear. One should avoid using hard objects, such as Q-tips, etc., to clean out the canal. If you see your doctor regularly for ear check-ups, there is no need to worry about too much wax in the ear.

Sometimes a child will fall on his ear while wearing his hearing aid and you may notice redness, a small cut, or some bleeding at this opening. It is important to see your doctor so that he can instruct you when the child will be able to wear the earmold again.

The other end of the tunnel is covered with a very thin skin or membrane. This membrane is called the ear drum. (See # 2) When the doctor looks in the ear with the light, he can see the ear drum. Its color and shape tell him if the ear is healthy or if there is an ear infection. The ear drum is the dividing line between the outer ear and the middle ear.

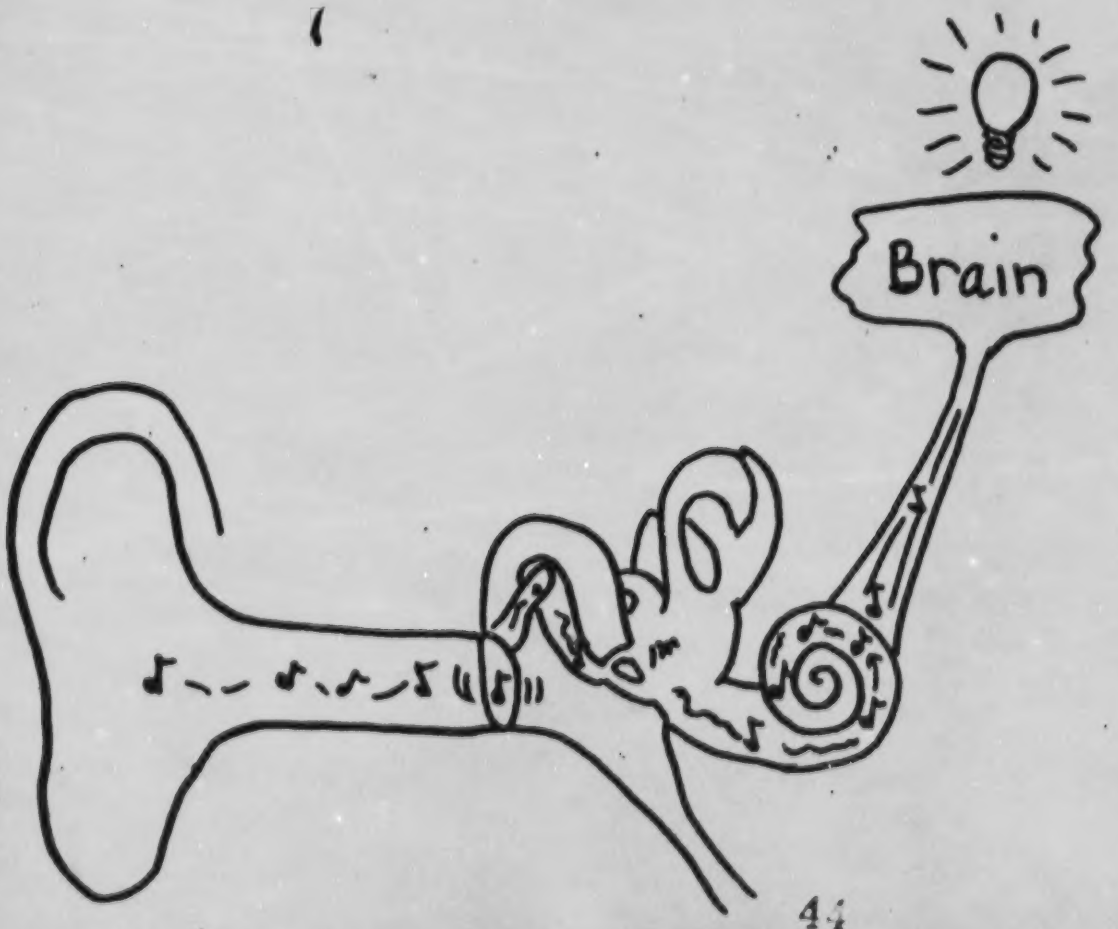
The MIDDLE EAR (See # 3) is a small hollow or cavity about the size of a bean. In this cavity are three small bones frequently called the hammer, the anvil, and the stirrup bones which are hooked together to make a chain. The first bone, the hammer, touches the eardrum and the second bone, the anvil. The anvil also touches the third bone, the stirrup. The stirrup in turn rests on the second membrane. This second membrane divides the middle ear from the inner ear and is called the oval window.

There is another opening into the middle ear, a tube from the back of

the nose which travels to the middle ear. This is called the Eustachian tube. One reason why the very young child is more susceptible to earaches and infections is because this tube is a direct route for a runny nose to travel to the middle ear. Ear infections occur in the middle ear. Now, thanks to new medicines, earaches can be treated rapidly by a doctor.

The INNER EAR (See # 4) is important for two reasons. The tiny snail shaped cochlea encased in bone is filled with fluid and contains thousands and thousands of nerve endings. These nerve endings pick up the sounds we hear and send their message up the auditory nerve to the brain. Though we hear sounds with our ears; it is in the brain that understanding of the sounds takes place.

The three other circular tubes (See A.) which you see in the drawing are called the semi-circular canals. These also contain tiny nerves which help us keep our balance.



There are two ways for sound to travel to the brain. One way is by AIR CONDUCTION. If there is a sudden, loud hand clap, this sound travels through the ear canal to the eardrum. The eardrum vibrates and carries this sound to the three little bones in the middle ear. This chain of bones carries the sound to the nerve in the inner ear. As the nerve is excited, a message is carried along the auditory nerve to the brain where we "hear" this loud clap.

If we have heard a hand clap before, and know what made the sound, we will understand what this sound means. If we have not heard the sound before, it will merely be a noise that is not familiar to us. Therefore it is necessary that a child not only hear sound but understand its meaning.

We also hear through BONE CONDUCTION. This means that sound also is absorbed or conducted through the bones of our skull. If you hum with your mouth closed, and a finger in each ear, the sound you hear is bone conducted. As we hear ourselves talk we hear partly through bone conduction and partly through air conduction. Other people listening to us talk hear our voices only through their air conduction mechanisms. This is why you think your voice sounds strange on a tape recorder. You are used to hearing yourself by both air and bone conduction. Listening to a record, you hear your voice only by air conduction and therefore it sounds different.

The ear is a remarkable, complex organ. A grand piano has 88 notes and it is believed that the inner ear, approximately the size of a pea, is sensitive to about 20,000.

It is most important as parents of deaf children that your child's ears are kept healthy. At the first sign of an earache, go to your doctor immediately. A child with a hearing loss needs to be seen regularly by an otologist, an ear doctor. He will tell you how often these appointments should be.

SUGGESTED READING ON ANATOMY

"The Ear and How It Works", by Francis L. Lederer, M.D.

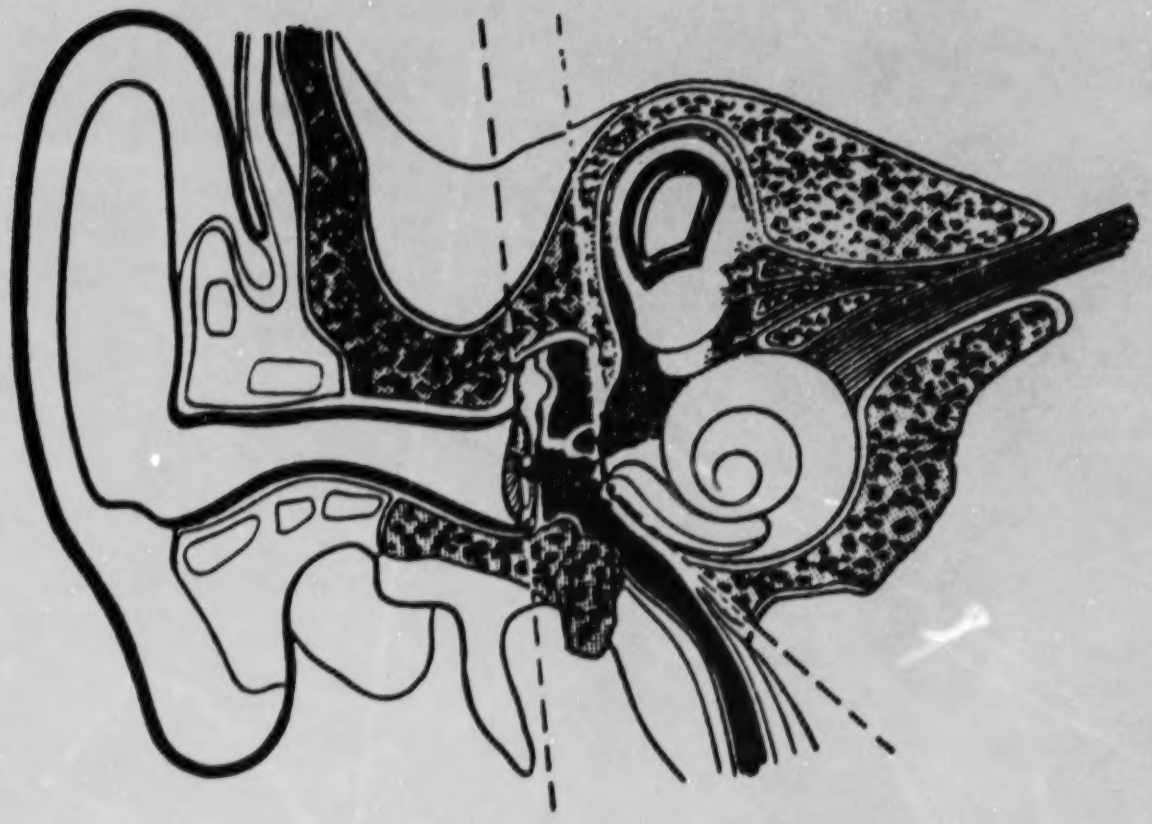
If You Have A Deaf Child p. 63-71
Illinois Annal School for Mothers of Deaf Children

Available in Home Library

"Anatomy and Physiology", by Hallowell Davis, M.D.

Hearing and Deafness - A Guide for Laymen
Edited by Hallowell Davis, M.D.
Peabody College Library

Sound and Hearing
Life Science Library
Time, Inc., New York Peabody College Library



Form J - 1

THE EAR

PARTS: _____ _____ _____

_____ _____ _____

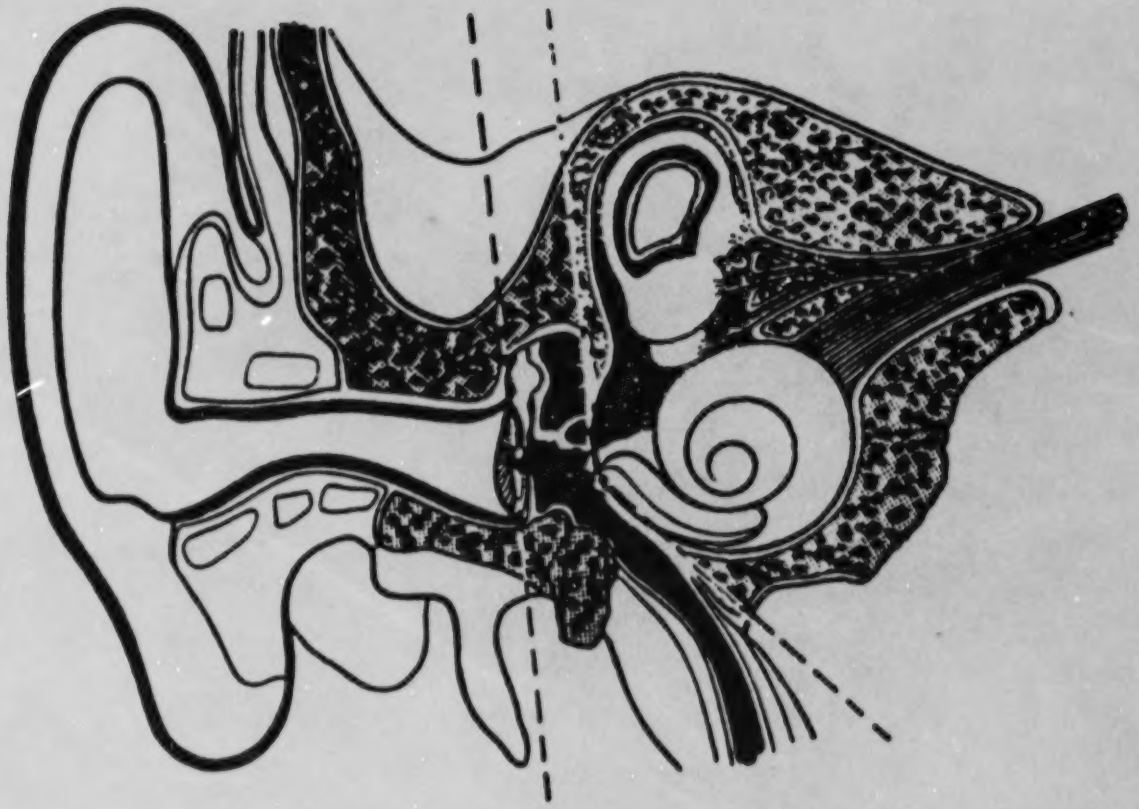
PROBLEMS: _____ _____ _____

_____ _____ _____

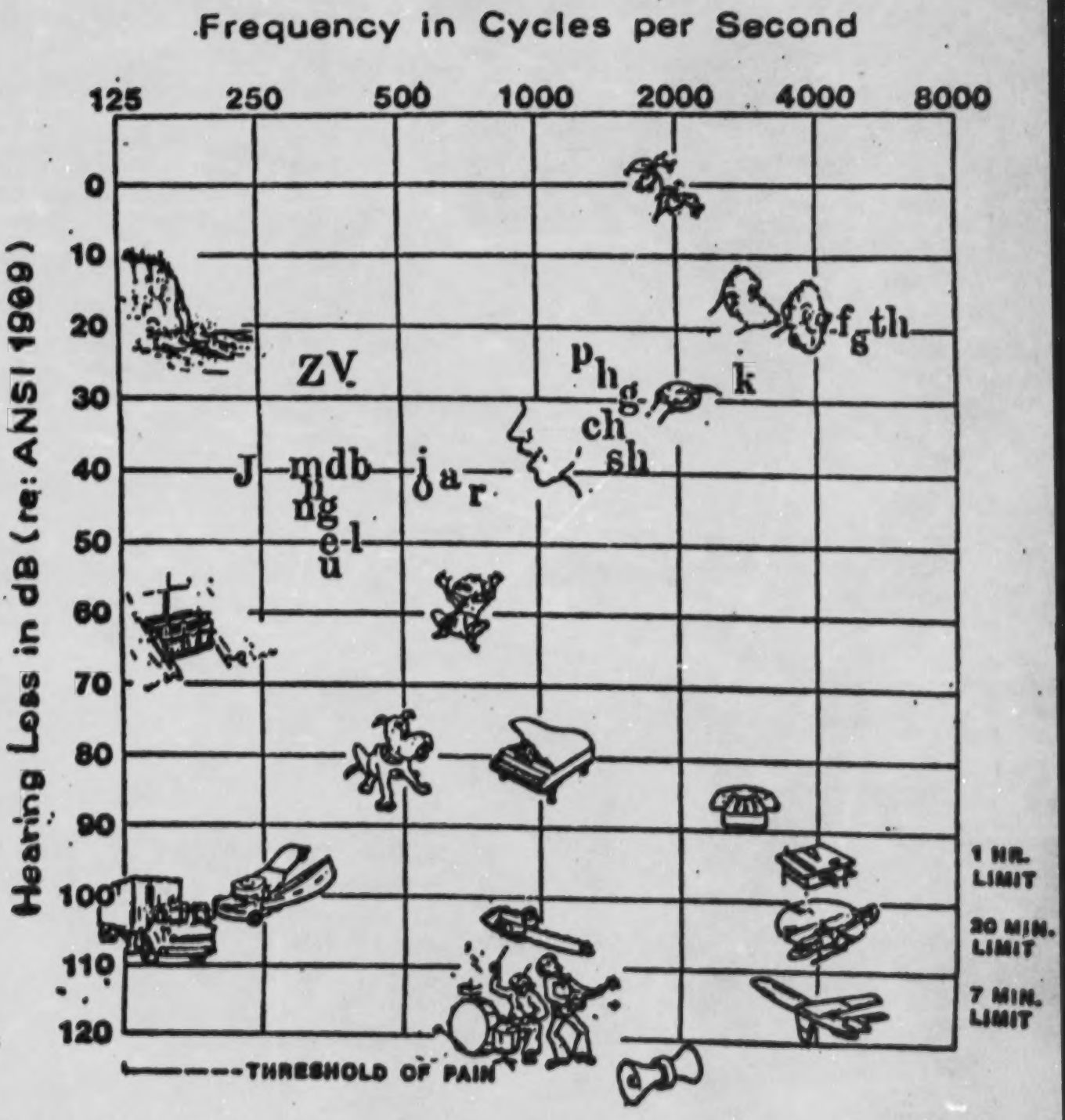
TREATMENT: _____ _____ _____

_____ _____ _____

PARTS, PROBLEMS AND TREATMENT



	OUTER EAR	MIDDLE EAR	INNER EAR
PARTS:			
PROBLEMS:	Possible Hearing Loss from: Wax, Atresia, Swimmer's Ear, Foreign Objects.	Possible Hearing Loss from: Fluid, Ruptured Ear Drum (scar tissue), Disconnected Bones, Tonsils, Adnoids (blocked eustachian tube), Allergies	Possible Hearing Loss from: Damaged Nerves, Meniere's Disease, Meningitis, High Fevers (can be related to childhood diseases)
TREATMENT:	Medication, Surgery, Removal of foreign objects.	Medication, Surgery (Tubes, Tonsilictomy, Adnoidectomy).	Amplification but no medical treatment.



Northern, Jerry and Marion Downs, Hearing in Children, 2nd edition, William & Wilkin Co., Baltimore, Maryland, 1978.

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

AGENDA III

5 Minutes - Introductions

10 Minutes - Questions from previous sessions and review definitions for communication, language, and speech

15 Minutes - Communication Game

30 Minutes - Discuss communication game and nonverbal parent techniques to help child tune-in to parent's talking

30 Minutes - Show "Rules of Talking" (Slides 1-40)
Discuss verbal techniques parents can use to help child tune-in to parent's talking

30 Minutes - Role Play

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Getting Further Acquainted With Participants in the Class (5 min.)	To get to know each other better To clarify information already presented		Tell something about yourself that happened in the last week	
Questions From Previous Week and Working Definitions (10 min.)	Review of definitions for communication, language and speech	Chalkboard and chalk	Discuss definitions and record on chalkboard	
Communication Game (15 min.)	To become aware of the problems encountered in communication	Tinker Toys "Communication Game Guidelines" (Form L-1) Team Numbers (1-10)	Participants break up into teams of 4-6 people Play the game for 10 minutes. Refer to "Guidelines" (Form L-1) Discuss problems and frustrations encountered by each participant Encorporate the following ideas: -What would have made the game easier? -How did the various team members feel? Why? -How did you feel about the time limit? Relate this to parent and young children with communication difficulties	Participants relating personnel experiences of communication game to the experiences of young children learning language

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Key Components in the Communication Process (30 min.)	To develop understanding of who and what are involved in the process of communication	Chalkboard and chalk Importance of Communicative Interaction (Form L-2) Signals Important for Communication (Form M) How Does the Infant Know (Form N) Learning About Objects and Events (Form O)	Invite audience input as to what are the basic ingredients in the communication process Record on chalkboard	Compare participant's ideas
Techniques for Fostering Receptive Language Skills (30 min.)	To become aware of non-verbal techniques parents can use to help their child tune in to the parents' talking	Check-List of non-verbal communication (Form P) Carousel slide projector and tape recorder for "Rules of Talking" (Form Q) slide presentation (slides 1-40) Verbal Communication List (Form R)	Invite audience input as to what techniques they use to secure their child's attention Record on chalkboard Show slides 1-40 and discuss first 3 parts of "Rules of Talking"	Compare participant's input

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Reinforcing Parent Communication Techniques (30 min.)	To practice verbal and non-verbal parent skills	Flour Food Coloring Salt Measuring Cup Bowl Water Spoon Playdough Recipe: 1 cup flour 1/2 cup salt 3 Tbsp. water "Activities" Chalkboard/Chalk or Overhead/Pens "Listening and Talking" (six months to one year) Form S) Learning Language One to Two and a Half Years (Form T)	Participants will plan vocabulary, concepts, and sentences that they want to highlight during playdough experience. Trainers will list ideas on chalkboards or overhead. Two volunteers will make playdough. During this time each member of the audience will be asked to talk about what is happening in the experience. Following activity discussion will occur Guide Questions: -How did we do on bringing out the concepts, vocabulary, and sentences we mentioned we were going to stress? -What other areas were brought out? -What other areas could we have brought out that we didn't?	List of vocabulary, concepts, and sentences Audience participation

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

A. Basic Concepts

1. Key components of communication include:
   (a) Who's involved - a sender (one who gives a message) and a receiver (one who receives the message)
   (b) What's involved - process of turn-taking
2. Two concepts that are important in sending a message:
   (a) what is being sent - verbal communication
   (b) how the message is being sent - non-verbal communication
3. Techniques for improving parent's non-verbal skills to encourage child's attention:
   - Be close to the child
   - Look at child
   - Use facial expressions (dramatic)
   - Use interesting intonation (most important feature)
   - Use gestures
   - Use touch
   - Convey warmth and acceptance
4. Techniques for improving parent verbal skills:
   - Talk about the here and now
   - Talk about the obvious
   - Talk for the child
   - Put the child's feelings into words
   - Use names of things
   - Use short simple sentences
   - Talk about what you're doing
   - Use repetition

FORM L - 1

COMMUNICATION

GAME

Team Members:

Runner
Looker
Builder
Captain
observer

Looker - Assigned to remain in room with model. Meets with runner of his team outside door of room and describes model to him.

Runner - Relays this information to builder. He may use language and gestures but may not point to building pieces.

Builder - Tries to construct model from information given by runner.

Captain - May view model as often as he wishes and then may only say to builder, "Right" or "Wrong" or "Stop".

Observer - Member of a different team who sees that rules are followed.

Conference - Members of a team may call for a team conference. At this time, all members may meet in the hall and discuss the project. At the end of conference, each member returns to his assigned post.

Time - 10 Minutes

At the end of 5 minutes, announcement will be made that 5 minutes remain to complete project.

Importance of Communicative Interaction

Interaction:

- Parents communicate with child
- Child attempts to communicate with parents
- Parents are sensitive to childs communicative intents
- Parents respond to childs communicative intents

= **Communication**

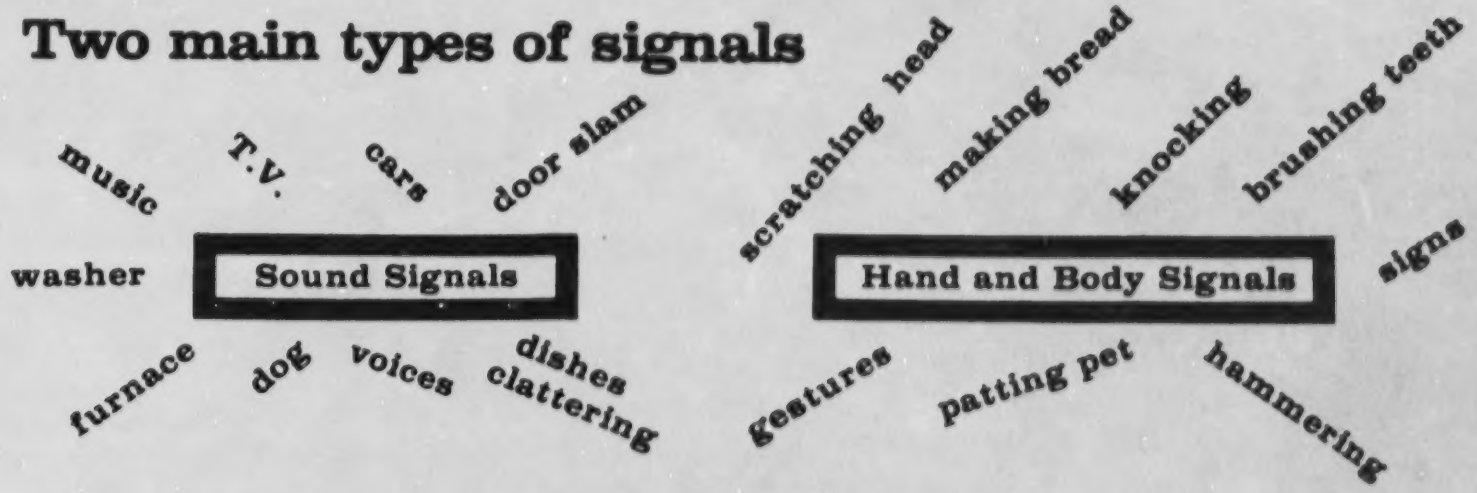
Form L - 2

Communication ⇨ Language

From: Project SKI*HI, 1975
Visual Aids to Accompany Project SKI*HI
Home Hearing Aid Program
By: Steven H. Viehweg

Signals Important for Communication

Two main types of signals



Form H

How does the infant or young child know which signals are important for communication?

Combining the signals with meaningful events:

Feeding

Diapering

Playing

Comforting

Bathing

From: SKI*HI, 1975

How does the infant or young child know which communication signals are more important to pay attention to than others?

- ★ intonation or voice melody
- ★ facial and body expression
- ★ repetition
- ★ simplicity
- ★ looking and talking directly to the child

Form N

From: SKI*HI, 1975

Learning About Objects and Events in the Environment

- **How does the infant or young child know which objects and events are important?**

Movement

Happening Often

Parents Drawing Attention to Objects and Events

Form O

From: SKI*HI, 1975

Form P

Checklist of Non-verbal Communication Within Utterances

Parent Utterance	Close to Child	Looking at Child*	Facial Expressions	Interesting Intonation	Gestures	Touch	Conveyance of Warmth and Acceptance
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
Percent of total responses							

* Parent advisors should remind parents that when they are providing aó concham stimulation or teaching a specific auditory skill, looking directly at the child may not be necessary.

From Ski*Hi Manual

THE RULES OF TALKING

How to Get and Maintain the Child's Attention

1. Get down on the child's level, as close to his ears as possible.
2. Let your face and your voice tell your child that what you are doing is interesting and fun.
3. Let the child actively participate. Language is best learned while doing.
4. Tune into the child. Talk about what interests him.

What to Talk About

1. Talk about the HERE AND NOW.
2. Talk about the obvious.
3. At time, talk for the child.
4. Put the child's feelings into words.

How to Talk to a Child who doesn't yet have spoken words

1. Everything has a name. Use a name.
2. Use short simple sentences.
3. When you use single words, put them back into a sentence.
4. Use natural gestures when you talk.
5. Tell, then show the child what you are doing.
6. Use repetition. Say it again and again.
7. Give the child a chance to show that he understands.

How to Help a Child use his voice to make sounds

1. Imitate the child's repeated movement and add voiced sounds to go along with the movement.
2. Vary the sounds you make to the child. Make it interesting for him to listen
3. Give the child a chance to use his voice. Be a listener as well as a talker.

How to Help a Child use his voice to make sounds (continued)

4. Imitate the sounds the child makes.

5. Reward the child when he uses his voice.

How to Talk when the child begins to use words

1. Reward the child when he attempts to say a word.

2. Repeat the child's word and put it back into a sentence.

3. When the child uses telegraphic speech, repeat his thought in a complete sentence.

4. Expand the child's vocabulary by adding new words.

5. When the child uses incorrect language or speech, repeat it correctly.

6. Let the child hear new sentence forms.

7. When the child expresses an idea, expend his thoughts by adding new information.

Sue M. Lillie, M.S., Head Teacher
Mama Lore Parent Teaching Home

Acknowledgement:

The Teaching Staff
Mama Lore Parent Teaching Home
The Bill Wilkerson Hearing and
Speech Center, Nashville, Tenn.

Supported by:

The U. S. Office of Education
through Grant PEG - 70 - 4709 (618)

Form R

VERBAL COMMUNICATION LIST

1. Parent responds when baby cries with reassuring vocalizations (talk, hum, coo) instead of using pacifier, bouncing baby, etc.

2. When child babbles, parent imitates and/or expands babbling.

3. When child makes repetitive bodily motions, parent adds vocalizations to accompany child's motions.

4. When parent communicates to child, parent initiates new babbling for child to hear.

5. When parent talks to child, parent discusses meaningful, daily activities of child (obvious "here and now" activities).

6. When parent communicates to child, parent talks about fun things that interest child (take advantage of child's natural curiosity).

7. When child expresses communicative intents (pointing, looking, tugging, vocalizing, etc.), parent responds with simple language.

8. When parent talks to child, parent uses names of things rather than excessive use of pronouns or pointing.

9. When parent directs conversation to child, parent uses short simple sentences rather than long complicated ones.

10. When parent communicates to child, parent allows child a chance to take a turn (make a communicative expression).

11. When child communicates to parent in any way, parent reinforces the communicative attempt.

LISTENING AND TALKING
Six Months to One Year
(Your Baby & Child - Penelope Leach)

This half year is crucial to babies' language development despite the fact that many will not produce a single recognizable word before their birthday. Babies learn language long before they can speak it. First they must listen to other people's words and learn to understand what they mean. Only then will they be able to produce meaningful words of their own.

The importance of a baby's listening and understanding is often underestimated because we tend to overestimate the importance of babies own word production and try to force babies to produce word-sounds by imitation. But just saying a word or two is not useful language; we are trying to bring up a person, not a parrot. So try not to confine your interest to listening for sounds which sound like words, saying words for your baby to imitate, and identifying his or her first real words. Concentrate instead on giving the baby lots of talk to listen to; plenty of opportunities for grasping the meaning of the words he or she hears and an immediate and pleasant social response to the sounds he or she makes.

Why babies learn to speak

Most people assume that babies learn to speak because they must communicate in order to get what they want or need. The facts do not support this simple idea. Babies manage to communicate with their caretakers for the whole of their first year without using words. So why should they suddenly feel a need for them? When they do produce some words they are very seldom words which have anything to do with the baby's needs. He will not first learn to say "bisquit" or "come" or "up", he will learn instead the name-labels of people or things which are emotionally important or pleasurable exciting to him.

Pleasant emotions may be the key to the development of speech. Babies are born with a built-in interest in listening to human voices and a built-in tendency to produce babbling sounds of their own. During the first six months, the baby comes to associate the gentle, pleasant speech sounds he hears from you with pleasure and with having his needs fulfilled. When he babbles he hears his own noises as similar to your voice and so those sounds are associated with pleasure too. His own sounds make him feel pleased and happy because of their association with your sounds and you, so the baby is motivated to go on making more and more sounds, to elaborate his babbling into the more complicated form we call "jargon" (see p. 263) and eventually to develop actual speech (see p. 355).

This is only a theory, of course, but it is a theory which fits many observable facts. Deaf babies, for example, babble normally until around the middle of the first year but instead of increasing in amount and elaboration, their sound making then dies away. It may well be that they stop making sounds because they are not receiving the affectionate feed back which motivates normal babies to to on. There are less extreme examples which support this theory too. One little girl who was born partially deaf also failed to develop sounds beyond the babbling stage. Examination later showed that her hearing loss was

sufficient to cut her off from gentle speech sounds but was not great enough to cut out loud, angry talk or the sounds of her own crying. She could hear when her parents were cross with her or when she herself was miserable, but she chould not hear when they were affectionate or she herself was happy.

If you listen to the development of your own baby you may well feel that his behavior also fits this theory. Throughout this half year he will do all his talking, whether it is to an adult or to himself, when he is pleased and excited or at least happy and content. When he is cross and unhappy he will not talk; he will cry. Whenever you hear him carrying on a "conversation" with himself, making a sound, pausing as if for an answer and then speaking again, you will find that his noises sound like pleasant, friendly or joyful speech, but never like cross or irritable speech. When the time finally comes for your baby to produce real words they too will be in a pleasant context. If "ball" is to be his first word it will not be spoken in angry demand but in pleased comment. If your name is his first word, he will not use it first as a reproving whine but as a delighted greeting.

<u>The development of speech sounds</u>

In the middle of this first year most babies will carry on long babble conversations with an adult, making a sound, pausing while the other person replies and then answering back again. The baby will continue for as long as you will go on looking and speaking directly to him. He cannot yet talk to you if he cannot see you nor evn respond vocally if you call across the room.

Most of the sounds are still single syllable cooing noises. He says "Paaa" and "Maaaa" and "boooo" He intersperses them with laughter and gurgles and hiccups of delight. His conversations are all joy. If he is cross he will not talk; conversely, if he will talk to you he is not miserable.

During the seventh month the baby becomes increasingly on the alert for speech sounds. He begins to search the room with his eyes if you call him when you are out of sight. He will look for the source of the voice on the radio, too, ready to respond with conversation as soon as he can discover who is talking.

Towards the end of the seventh month you will hear elaborations of his own sounds. The first change is that he turns his cooing noises into two syllable "words" by repeating them. He says "Alal" and "Amam", "Mumum" and "Booboo". Gradually these "words" become more separate from each other, with less musical cooing between them. Once this happens, usually by the end of the seventh month, there are new sounds on the way. This batch is more exclamatory and less dove-like: he says "Imi!", "Aja!", "Ippi"... These new two syllable "words" seem to make the baby increasingly excited by his own sound making. Once they are in his repertoire, he will probably wake you each morning with a dawn chorus of delighted talk in which he behaves exactly as if you were in the room and talking to him. He will exclaim, pause, speak again, pause and then say some more, and he will go for minutes at a time, entertaining himself until you choose to go and join in.

During the eighth month most babies begin to take an interest in adult conversation, even when it is not directly aimed at them. If your baby happens to be sitting between you as you talk over his head, that head will turn from one of you to the other as each speaks. He behaves as if your conversation were a tennis match he was closely following. But the talking game is too good for the baby to let himself be left out for long. Soon he learns to shout for attention. It is not a yell that he produces nor a squeal not a cry: it is a definite and intentional shout. It is often the very first time that the baby uses a speech sound with a specific communicative purpose in mind.

Soon after the shout, many babies learn to sing. Of course the song is not elaborate: four notes up or down a scale is about average. But it is quite definitely musical and usually set off by your singing, by music on the radio or "theme tunes" on television.

The ninth month usually produces exciting speech developments which all happen at once. The baby's forms of speech suddenly become much more elaborate, with long drawn out series of syllables being produced such as "Loo-loo-loo-loo". At the same time he begins to inflect and change the emphasis of his sounds, so that listening parents hear varied sounds suggesting questions, exclamations and even jokes among the babble. Then the forms of speech change yet again. This time the baby does not just add more and more of the same syllables to what he says: instead he combines all the syllables that he knows into long complicated "sentences" such as: "Ah-dee-dah-boo-maa". Once this kind of combination, which is technically called "jargoning", is heard, the baby is on the verge of producing real words.

For another month or so you may not be able to identify any words, but the baby's speech sounds become so clearly inflected, so varied and so expressive that he sounds exactly as if he were speaking, fluently, but in a foreigh language. The jargon sounds so realistic that sometimes, if your mind is on something else when he starts to talk, you may find yourself saying "what did you say, darling?", forgetting for the moment that he cannot really have "said" anything!

Most babies produce their first "real word during the tenth or eleventh month. We cannot be exact, because first words are surprisingly difficult to identify. "Mummy" is a good example. When a seven month old baby says "mum", few parents will be fooled into thinking it is a real word because they do not expect a seven month old baby to talk. But when that same baby makes the same sound at ten months, it is easy to be fooled. You are expecting words now so you tend to find them among all that babble, and to forget that the actual noises you are now considering for word-status are sounds he has been making for months.

<u>Identifying first words</u>

There is no particular point in trying to identify your baby's first words. It does not matter whether he uses any or not at this stage. His expressive, fluent, varied jargon is an absolute assurance that he is going to speak when he is ready.

But the stages the baby goes through in getting to words are interesting developments and if you find them so you will help the baby's language development along. Interest will make you listen carefully to what he says. Listening carefully will probably make you answer him with more adult talk. Being listened and replied to is what he most needs for his speech development.

In the tenth or eleventh month the baby is likely to get the idea of using a particular sound to refer to a particular object, but he may still take a while to "decide" what sound to use as a name for the object he has chosen. One child, for example, used the bord "bon-bon" when asking for her ball. Later she used the word "dan" about the same ball. On each occasion it was clear that she meant that ball and dis not mean anything else, but she behaved as if all that mattered was to use a word - any old word would do. After a week or two of this kind of confusion, the baby moves on a stage and starts to use one sound, and only one sound, to refer to one and only one object. But the sound he uses may still not be a "word" in the adult sense. It may be an "own-word"; a sound that the baby has invented, and attached to a particular thing or a particular person. But even if the "own-word" has not the slightest similarity to the "proper" one, it should be counted as a word if you know what he means by it. After all, the whole point of speech is communication between people. If you know that your child means "bus" when he says "gig", then he is talking to you.

<u>How babies learn their early words</u>

Babies of eight to twelve months are highly imitative. As well as imitating actions they will often imitate word sounds. Because of this, many parents spend a great deal of time during these months holding objects up in front of their babies and saying "say shoe; shoe; say shoe, darling", and so on. This kind of thing, probably does not do babies any harm. They may enjoy the long "conversations" it gives them and they may enjoy the imitating game for its own sake. But they will not learn to talk that way. As we said at the beginning of the section (see p. 260), learning to talk is not a matter of learning to imitate sounds for their own sake.

A baby hears a word like "shoe" over and over again in daily life as the constant sound in a large variety of statements. In one day you may say to him "Where are your shoes?"; "Oh, what dirty shoes!"; "Let's take your shoes off"; "I'll put your shoes on"; "Look what nice new shoes". The word "shoes" is the one sound which occurs in all those sentences and it is always associated with those things that go on his feet. Over days and weeks he will come to associate the sound with the shoes. When he has made the association "shoes" = what are put on his feet, he will know what the word means.

Your baby will probable learn the meanings of dozens of words before he actually says more than one or two. He will first use words which mean something joyful or exciting to him. Perhaps he has in fact understood that word "shoe" for several weeks but has never said it. When you take him to a shoe store and buy him a pair of bright red slippers, his pride in them as they glow on his feet may be what stimulates him at last to say "SHOES!"

He may have known that the recurring word "Toby" referred to the family dog; a sudden rush of affection for him, as he plunks himself down beside him, may stimulate the first use of his name.

First words come slowly but understanding of words goes on a pace. If your baby has only used a word or two by his first birthday, don't assume that he is not learning language. He is listening and learning to understand.

Helping your baby to listen and to talk

Lots of loving talk is the best overall help that you can give to your baby's language development, but there is talk which is positively useful and talk which is less useful:

Talk directly to your baby. A baby cannot pay attention and listen carefully to general conversation. If he is in a room with his whole family and everybody is talking, he will be lost in a sea of sound. You say something and he looks at you, only to find that your face is turning away to his brother. Brother replies, sister interrupts with a half-finished sentence that ends in an expressive shrug, and meanwhile somebody else has started a side conversation and the television has been switched on. Third or fourth children especially in families where the children are born close together, are often actually delayed in their language development because they get so little opportunity for uninterrupted one-to-one conversation with adults. Even if you are coping with a baby, a toddler and a four year old who never stops asking "why?" try to find at least some times when you can talk to the baby alone.

Don't expect him to learn as much language from strangers, or from a succession of caretakers, as he will from you. The baby learns the meanings of words by hearing them over and over again in different sentences and with varying tones of voice, facial expressions and body language from the speaker. The more familiar he is with the person who is talking, the more likely he is to understand. Talk from you will mean much more to him than talk from a stranger. Indeed, even at the toddler stage (see p. 356) he may be quite unable to understand a stranger's words because the accompanying expressions and tones of voice are strange to him.

Make sure that you actually use the key labelling words when you talk. The baby is going to single out label-words which continually recur in different sentences, like that label-word "shoe". So when the two of you are hunting under the bed, make sure that you say "Oh, where are your shoes?" rather than "Oh, where are they?". When the door needs shutting, make sure you say "I'll go and shut the door" rather than "I'll go and shut it". The child's own name is a vital label for him to learn. He will not think of himself as "me" or "I"; indeed as we shall see. English grammar makes this kind of word extremely difficult for a child to learn because the correct word depends on who is speaking. I am "me" to myself, but I am "you" to you. So at this stage, you use his name-label, too. Don't feel embarrassed because it is "baby talk". "Where's a cookie for John?" you can say as you rummage in the cookie jar. It will mean much more to him than "where's one for you?"

Talk to the baby about things which are physically present so that he can see what you are talking about and make an immediate connection between the object and the recurring key word. "Wasn't it funny when that cat we saw ran up the tree?" will not mean nearly as much to him as "Look at that cat. Do you see her?" "The cat is going to run up the tree. There! A cat in a tree. . ."

Talk about things which interest your baby. Not all your conversation can be about immediately visible things, but you can make sure that the subject means something to him. A long story about his sister's day at school will mean very little but the story of the squirrel he saw in the park that evening may rivet his attention. Even if he does not understand everything you say, he will pick up the subject matter and, perhaps, the labels for the things he learned while they were visible, like "squirrel" ro "nut".

Overact. Use lots of gestures and expressions. You can make your meaning much clearer to the baby if you point to the things you are talking about, indicate the thing you want him to crawl over and get, and generally "ham" you message a bit. Babies with vocal, outgoing parents often learn to understand and use exclamations first of all because they hear them used over and over again and with exaggerated inflections and inflectious excitement: "Oh dear!" you may say when he falls down and "Up you come!" as you lift him from his crib.

Try to understand your baby's words or invented words. You will help to motivate him towards ever-increasing efforts at speech if you can make it clear to him, by your reaction to his sounds, that you care what he says; that it matters to your understanding whether he uses the right word o. not; and that you will try to understand any attempt at communication that he does make. Of course, this is a subtle message to try to convey to a ten or eleven month baby, but the general idea will get across to him if he sees you taking the trouble. For example, if he makes a sound and gestures towards something when he is sitting in his high chair, you might look to where he is pointing, and list for him all the things that you can see which he might have meant. If you hit the right one his pleasure as he repeats his "own-word" will be immense.

If you see him crawling around looking for something, using a word questioningly, join the hunt for the nameless object. Once again, when it is found, the baby's pleasure in your understanding will repay the trouble you have taken.

Help your baby to use those few words in obviously useful situations. If you are playing together and you can both see where the ball has rolled to, ask him to get it for you. When he crawls back with it you can confirm that he understood you correctly by thanking him, using the word again; "Good boy, you've brought your ball". If you then play ball with him the whole transaction of words and actions will have an obvious and pleasurable point for him.

Don't correct or pretend not to understand "own-words". Correcting him, or trying to make him say the word again "properly", will only bore the baby. He does not want to say the same thing again better, he wants to say something else now. Your corrections will not have any effect anyway because, as we have seen, he is not imitating language but developing it. His "own-word" will evolve into something more correct in its own good time but not at your command. If you pretend not to understand the baby unless he says something

"properly", you are cheating him. He has communicated with you, made you understand his meaning. He has therefore used a piece of language. If you refuse to acknowledge it, you spoil the flow of his language development. He cannot instantly produce the "correct" word, because that word has not evolved for him yet. His "own-word" is the best that he has to offer. Remember, too, that it is pleasure, affection and excitement that motivate early speech. Refusing to hand him his bottle until he says "milk" instead of "bah-boo" will make him frustrated and cross. You are more likely to get tears than words.

Form T

LEARNING LANGUAGE
One to Two and a Half

(Your Baby & Child - by Penelope Leach)

Toddlers cannot really join the human race until they can understand and use language. Until that time they are part of a baby-race, needing to be "talked to" with special gestures, little words, lots of physical contact. And until that time their needs and wants have to be guessed at too. He is whining. What does he want? Is he tired? Hungry? Bored?

Once a child can really understand and use speech, you can discuss things with him or her. Things that are there to be seen like that naughty dog stealing the chicken off the table; things that are not there but will be, like Jane who will soon be home from school; things that will never be "there" in the sense of being visible like thunder or electricity or joy.

Understanding language

Language is for communication; for people to talk with each other. It is not just one person saying word. A few separate words on their own are not even very useful, as you will know if you have ever faced a foreign country armed with a phrasebook. The book will tell you how to say "where is a hotel?" but it cannot tell you to understand the answer.

Understanding language is far more important to your toddler than actually speaking it. Once he really understands, he will communicate with you. If you try to teach him to imitate word-sounds before he understands their meaning, you are treating him like a parrot, not a person.

Helping your child to understand language

As we have seen, a baby has an inbuilt interest in human voices with a natural tendency to listen and to concentrate when someone is talking. You can build on this as you did earlier.

Talk as much and as often as you can directly to the child. Look at him while you talk. Let him see your face and your gestures.

Let the toddler see what you mean, by matching what you do to what you say. "Off with your shirt" you say, taking it off over his head; "Now your shoes", removing them.

Let the toddler see what you feel by matching what you say with your facial expressions. This is no age for teasing. If you give him a big hug while saying "Who's mommy's great horrible grubby monster then?" you will confuse him. Your face is saying "Who's mommy's gorgeous boy?"

Help your child to realize that all talk is communication. If you chat away to yourself without waiting for a response or looking as if you want one; or if you don't bother to answer when he or another member of the family speaks to you, he is bound to feel that words are just meaningless sounds.

Don't have talk as background noise. If you like to have the radio on all day, try to keep it to music unless you are actually listening. If you are listening, let him see that you are receiving meaningful communication from the voice he cannot see.

Act as your toddler's interpreter. You will find it much easier to understand his language than strangers do and he will find it much easier to understand you and other members of the family than to understand strangers.

Help the child to understand your overall communication: it does not matter whether he understands your exact words or not. If you do some cooking, lay the table, take off your apron and then hold out your hand to him saying, "It's lunch time now", he will understand that his lunch is ready and will come to his high chair. He probably would not have understood the words "lunch time now" if he had not had all those other cues to go with them. He will learn the meanings of words themselves through understanding them, again and again, in helpful contexts.

Using Words

As we have seen (see p. 264) babies' first words are almost always labels; they are names for people, animals or other things that are important to them. Once babies have attached name labels to a person or an animal or two they are likely to add a label for a favorite food. It will not be a word like "supper", produced out of hunger. Hunger will lead to whining, not talk. It will be a name for some treat food or for something giving special emotional pleasure. "Nopple" and "Cookie" are very usual ones.

Toddlers' attention often turns next to their own clothes. Shoes are a firm favorite for early naming. They have novelty value because the first pair has only just been introduced and they stay in sight much more than do sweaters or pants!

Many children do not get further than this before the middle of their second year. New words come very slowly at first, being added, perhaps, at a rate of only one or two each month. But the child is storing up understanding of language and eventually, often at around twenty months, will burst out with a positive spate of new words. It is not unusual for a child who says only ten words at eighteen months to be using two hundred by the second birthday.

The new spate of words will almost all be centered on the child himself. He is most interested in the things which are part of, or concern him, and these are the things he chooses to talk about. He will learn the names for parts of his own body. He will find his hairbrush and name it, avoid his washcloth while naming it and escape from his crib, by name. When he begins to extend his words to things that belong outside his own home they will still be things that are important to him. He may learn to name the birds he enjoys feeding with crumbs but he will not bother to speak of the school that is important to his sister!

Although these single words are all simple name-labels for familiar objects that the child can see, he uses them in an increasingly varied way as he readies himself for the next stage of speech. You can help him along by paying attention not only to the word he says but to the way he says it. He may label the family pet "dog" and you acknowledge that he is indeed a dog. But next time he uses the word he puts a question mark after it. "Dog?" he says, watching him trot across the garden. Answer the question mark: tell him where the dog is going. He may even make moral judgements with his single words. Watching the dog scratching in your flower bed he

may say "Dog" in tones of deep disapproval. Make it clear that you have understood him by agreeing that the dog is doing wrong.

Using more than one word at a time

Once he has acquired a good collection of single words and has learned to use them with varying intonations and meanings, your toddler will move on to the two-word stage without any prompting. But do not expect his first phrases to be grammatically correct. He adds a second word in order to communicate a fuller or more exact meaning, not in order to speak more "properly". He will not go from "ball" to "the ball" because "the" adds nothing to what he wants to say about the ball. Instead he will say "John ball" or "more ball". Don't try to correct him. If you do, you will limit his pleasure in communicating with you. Try to make him feel that each new effort he makes in this difficult business of talking is worthwhile. When he says "ball" he may mean on of a number of things, but when he says "John ball" it is much easier to guess that he means "Is this John's ball?" or perhaps "Will John play ball?"

Two-word phrases make it much easier to understand the toddler's thought processes. You will be able to see, for example, that he is beginning to be able to think about things which are not actually visible. If he wanders around the room saying "Ted?", "Ted?" you may guess that he is thinking about his teddy bear, but once he wanders around saying "Where Ted?" you will know that he is searching for it. You will be able to hear his early concepts forming too. If he has been at the stage where all animals were called "Pussy" and he now meets an Alsatian dog and says, in tones of doubtful amazement, "BIG pussy?" you will know thtat while he still does not have a separate word for dogs or for animals-that-are-not-cats, he does have a clear concept of cats themselves and is quite aware that this large dog does not fit into it!

Sentences and grammer

Once he has begun to make two-word phrases your toddler will soon add another word or two and make sentences. But he will not do this by copying the things he hears you say. His sentences will follow strictly communicative and logical rules of grammar which will usually be quite different from the "correct" grammar of whatever language you happen to speak.

Don't try to correct your child's grammar. He will not alter what he says to suit your instructions, but your dissapproval will put him off. He needs to feel that any message he communicates is welcomed for itself, so just listen to him instead.

Listen to the order of the child's words. He rarely gets this wrong. If he wants to tell his sister she is naughty he will say "naughty Jane". But if he wants to tell you that his sister is naughty, he will say "Jane naughty". If he wants to tell you that he has seen a bus he will say "see bus", but is he wants you to come quickly to the window and see the bus for yourself, he will say "bus, see".

Listen to the way your child makes past tenses. Most English verbs are made into the past tense by adding a "d" sound. The toddler extends the rule and says "he goed" and "I comed".

Sometimes for good measure he adds the "d" sound to a verb that is already in the past tense so that he says "I wented" or "she beened".

Listen to the way plurals are made. Most English words are made plural by adding an "s" or a "z" sound. The toddler extends this logically to all words and says "sheeps" and "mouses".

Listen to your toddler using phrases as if they were all one word. Phrases which the toddler has understood for many months often seem like single words to him. When he comes to use them with another word, he cannot separate the first two to get the grammar right. He has heard "pick up", "put on" and "give me" over and over again. Now he says "pick up it", "put on them" and "give me it".

Learning to get grammer right

A toddler's early sentences are his very own original telegraphese, developed out of his desire to communicate interesting and exciting things rather than imitated from teaching adults. Convincing evidence of this came from a small boy who was taken to see a football match. Thrilled by the scene he said "see lots mans!" It was the first time he had ever seen anything of that kind and he could not possibly have copied the sentence from adult speech. An adult would have communicated the same message with the sentence: "See what a lot of men". If you compare the sounds of the two sentences you will find that they have almost nothing in common. The little boy had thought up his sentence all for himself.

Your child will speak his language and he will listen to you speaking yours. Your quick and understanding response to the things he says will keep him interested in communicating with you, while your correct speech keeps a model in front of him to which he will gradually adapt his own. When he rushed into the kitchen saying "Baba cry, quick!" you know that he means his baby sister is crying and you should go to her at once. You show that you understand his language but you answer in your own: "Is Jane crying? I'd better come and see what's the matter."

If you insist on correcting your toddler's telegraphese and making him say things "properly", you will bore him and hold up his language development. He is not interested in saying that same thing more correctly; he wants to say something new. Let him speak in his own way and don't pretend that you do not understand him when you do.

If you reply to your toddler only in his own "baby talk", you will also hold up his language development because you will not be providing him with new things to say. So along with letting him speak his way, make sure that you speak your way, too. Let him ask you for a "gookie" if that is his word for it; let him tell you that he has "eated it". But you offer him a "cookie" and ask him whether he has "eaten it" yet. As long as you both understand each other and as long as you both say plenty to each other, all will be well.

B. References

"Rules of Talking" (Parts 1, 2, and 3), Bill Wilkerson Hearing and Speech Center, Nashville, Tenn.

Your Baby and Child, by Penelope Leach.

SKI*Hi Model, Thomas C. Clark and Susan Watkins. Department of Communicative Disorders, UMC 10, Utah State University, Logan, Utah, 1975

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING

AGENDA IV

15 Minutes - Introductions

5 Minutes - Questions from previous sessions

10 Minutes - Shoe Story and Encyclopedia Story

30 Minutes - Child Communicative Intents and Parent Reinforcement

15 Minutes - Show "Rules of Talking" from slide 41 to end.

Discuss helping children use their voice and improve their talking.

30 Minutes - Child-talk (homework samples) and parent-feedback discussion

15 Minutes - Speech Development with charts

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Getting Further Acquainted With Participants In Class (15 min.)	To get to know each other better		Tell something about yourself that happened in the last week	
Questions From Previous Week (5 min.)	To clarify information already presented			
Sharing Anecdotes About Shoe, Encyclopedia, & Russian Translation (10 min.)	To be aware of time and complexity needed to acquire language		Presenter will tell stories of Shoe, Encyclopedia, & Russian Translation (See "Basic Concepts" for Session IV, p. 27)	
The Child's Intent (30 min.)	To be aware of the different ways young children try to communicate	Communicative Intents (Form U) Infant and Child Communication (Form V) Chalkboard and chalk	Invite audience participation in brainstorming ways their child tries to communicate Guide discussion on "How Many Ways Does Your Child Communicate?" List these on the chalkboard	Compare participant answers to handout
Reinforcing Communication	To be aware of different ways to reinforce a child's communication intents	Chalk and chalkboard Use list of communicative intents on chalkboard	Participants will suggest a parent strategy to reinforce each communicative intent listed on chalkboard Guide discussion on "What should you do to reinforce your child's communication?" Record responses on chalkboard	Compare responses to Form U

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING
(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Developing Expressive Language (15 min.)	To become aware of different techniques to promote expressive language skills	"Rules of Talking" (Form Q, use last 2 parts) Carousel, slide projector and tape recorder (for "Rules of Talking" slide presentation, slides 41 - to end)	Show slides 41 through the end and discuss last 2 parts of "Rules of Talking". Give example of how to use each rule	
Homework Samples of Children Talking (30 min.)	To be aware of appropriate parent feedback in response to child's talking	Language samples from home	Participants read one sample child statement from homework list and brainstorm adult response using last 2 sections of "Rules of Talking" Use samples from all participants	
Speech Development (15 min.)	To become aware of normal speech development and precision in articulation	Speech Sounds (Form W) Development of Speech Elements (Forms X-1 and X-2)	Discuss speech development using charts (Forms W, X-1 & X-2)	

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING

A. Basic Concepts

1. After first hearing a new word it takes a long time before a child can use that word with comprehension.

   Example: Shoe Story (vocabulary)

   One mother first introduced the word "shoe" when her baby was 9 months old. She noticed that the child was 27 months old before using the word "shoe" with comprehension.

2. Constructing sentences is a very creative process. It involves so much more than repetition.

   Example: Encyclopedia Story (syntax)

   Pick up any volume of an encyclopedia. Randomly open it to any page and point to a sentence. That particular sentence is so unique that it will not appear any where else in that set of encyclopedias.

3. Coming up with the appropriate meaning of words is a complex process.

   Example: Russian Translation (semantics)

   Computers have not been developed, as of yet, to translate correctly one language into another. When the English sentence, "The spirit is willing but the flesh is weak", was fed into a computer for a Russian translation, the result was, "The vodka is good, but the meat is rotten."

4. Young children use many different vocalizations and behaviors in attempting to communicate. It is important for parents to recognize and respond to these communication attempts. Some ways children

attempt to communicate and parents respond include the following:

	Child's Attempt	Parent's Response
1.	Cry	Pick up, hold, rock, feed
2.	Smile	Smile back, pat
3.	Gesture	Imitate, interpret, follow meaning
4.	Reach	Pick up, give something
5.	Point	Look in direction of pointing
6.	Try to talk, babble, vocalize	Imitate, interpret, look pleased, play vocal game
7.	Pull	Bend down
8.	Grasp	Give visual attention
9.	Gaze	Gazing back
10.	Facial expression	Imitate, interpret

5. Language develops first. Precision in speech develops later.

B. References

"Rules of Talking" (Parts 4 and 5), Bill Wilkerson Hearing and Speech Center, Nashville, Tenn.

Ski*Hi Model, Thomas C. Clark and Susan Watkins. Department of Communicative Disorders, UMC 10, Utah State University, Logan, Utah, 1975

Communicative Intents

The infant or child may:

cry

smile

point

try to talk
babble, vocalize

try to sign
or gesture

reach

pull

grasp

Form D

★ ★ The parents must respond to these communicative intents

Infant and Child Communication

Why they communicate

- to demand or get something
- to control the actions of others
- to establish a bond between parent and child
- to inform others of actions

How they communicate

- gazing (early infancy)
- pointing and other gestures
- vocalizations: cries, coos, grunts
- facial expressions
- babbling (uttering of meaningless sounds)
- jargon (sentence-like strings of meaningless sounds or hand motions used with intonation, rhythm and emphasis)

Form V

Two more ways to establish communication between parent and child:

★ **Turn-taking**

The parent says something and then allows the child time to respond . If the child does not respond, parents help.

★ **Reinforcement**

The parent rewards the child for his communication attempts, immediately after these attempts.

The parent may:

Give spoken praise

Give an object

Give non-spoken praise

Form V (continued)

From: SKI*HI © 1975

SPEECH SOUNDS

As children grow older, their ability to produce the more difficult sounds improves. The following list includes an approximate age in which children should be using a sound correctly. (Regional dialects are not considered speech problems. A standard (if there is one) seems to be the Midwestern dialect.)

Don't expect your child to use a specific sound before the age mentioned in the list. Remember, too, that of the children tested in the research on which the list is based, 25% did not make the sounds correctly at these ages.

Look over the list of sounds carefully. Become familiar with how each one is made. When explaining to your child how to make a particular sound, simplify your description. Don't try to rush a child's speech development; it will take time. Plan on it. Don't pressure him to perform beyond his ability. If he's not ready, wait a while. Always remember, there is no exact time when a child must use a particular sound correctly. Above all, learning to make sounds and using them in words should always be fun for both you and him.

TEMPLIN SOUND DEVELOPMENT NORMS

Age	Sounds
3	mmmm, nnnn, ng, f, p, h, w
4	y, k, b, d, g, r
4 1/2	ssss, sh, ch
6	t, v, l, th (without voice)
7	zzzz, zh, j, th, (with voice)
8	wh

From: Teach Your Child To Talk
by D.Pushaw
Cebco Standard Publishing,1976

DEVELOPMENT OF SPEECH ELEMENTS

Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8 Age
w-- water	-w- flower	y- yes	-d bed	-l bell	v- vase	-j cage
m- mouth	-m comb	-ng- swinging	r- red	-g big	thr- three	-v stove
-m- hammer	-n- penny	-ng ring	-r car	-t- letter	z- zipper	-th- brother
n- no	-n spoon	-r- carrot	-l- yellow	-t hat	-z- scissors	-z nose
h- hot	g- girl	l- light	-b bib	ch- chair	-s- whistle	-z- measure
b- boy	-g- wagon	-mp lamp	-ch- kitchen	fl- flying	-s house	
-b- baby	k- cat	j- jump	-ch watch	th- there	sh- school	
p- puppy	-k- cookie	-f- coffee	sh- shoe	-th- nothing	sl- slide	
-p- apple	f- fish	s- Santa	-sh fish	-th mouth	st- stop	
d- dog	-f knife		th- thumb	-sh- fishing	sn- snow	
-d- dada	t- teeth					

Adapted from the Laradon Articulation Scale. Courtesy of Edmonston, William. E Child Language Foundation, Denver.

Form X - 1

THE DEVELOPMENT OF SPEECH

By		Speech Sounds
3 to 5 months	_____	Back open vowels: ah, uh
6 to 8 months	_____	Makes lip sounds: m, p, b
	_____	Begins front vowels: oo as in boo, u as in foot
	_____	Begins making tongue sounds: l as in light
9 to 11 months	_____	Consistently produces lip-smacking sounds:
12 to 17 months	_____	Lip sound: w as in wow
	_____	Open sound: h as in hi
18 to 23 months	_____	Beginning to make: t, d, n
24 to 29 months	_____	(m) as in mom
	_____	(b) as in bye-bye
	_____	(w) as in we
	_____	(h) as in house
	_____	(p) as in potty
30 to 35 months	_____	(t) in toy or toot
	_____	(d) as in doggie
	_____	(n) as in no
36 to 47 months	_____	(k) as in cookie
	_____	(g) as in go or good
	_____	(ng) as in bang! bang!
48 to 59 months	_____	(f) as in fun, rough
60 to 60+ months	_____	(y) as in yellow or yo-yo
	_____	(v) as in valentine, give
	_____	(s) as in sun, bus
	_____	(sh) as in shoe, fish
	_____	(ch) as in chair, watch
	_____	(l) as in look, ball

Help Your Child to Listen and Talk Better

TOLEDO PUBLIC SCHOOLS

A Workshop for PARENTS

This Workshop for Parents in its present form was developed by Rhodene Campbell and Penny Jean Mueller. Significant contributions were also made by other members of Toledo Public Schools Early Childhood Program, especially, Therese Grossmann, Jane Judy, Helen Orringer, Barbara Price, and Ruth Johnson, Editor. Cover designed by Carolyn Zimmerman.

This product was developed by Preschool C.H.I.L.D. (Conductive Hearing Impairment Language Development), a U.S. Office of Education funded project within the Toledo Public Schools System, Title VI-C, H.C.E.E.P. Grant, Carol Quick, Director. The contents of this manual do not necessarily reflect the position or policy of the U.S. Office of Education or the Toledo Board of Education. This work may not be copied or distributed in any manner without prior written consent and authorization.

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PREFACE

This workshop series, consisting of four two-hour sessions, is designed to provide basic information to parents on how to help their child listen and talk better. While this workshop was originally developed for parents of young children with middle ear problems, the information and ideas presented should be of benefit to any parents with young children in the process of acquiring language.

This product was developed through Preschool C.H.I.L.D., a federally funded project within the Toledo Public School System. Support for this project came, in part, from an HCEEP Grant (#G008000197) of the U.S.O.E. The contents of this product, however, does not necessarily reflect the position of policy of the U.S. Office of Education, and no official endorsement of these materials should be inferred.

HELP YOUR CHILD TO LISTEN AND TALK BETTER

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Purpose 1

Target Audience 1

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Session III HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION 17

Session IV HOW TO IMPROVE YOUR CHILD'S TALKING 23

GUIDE
to
PARENT WORKSHOP SERIES
on
LANGUAGE DEVELOPMENT

TITLE: Help Your Child to Listen and Talk Better

PURPOSE: Provide basic information on how hearing and talking go together and offer practical suggestions on how to foster listening and language skills in young children.

TARGET AUDIENCE: Parents of young children with suspected or identified language and/or hearing deficits.

RATIONALE: Parents play the key role in the growth and development of their child. This is especially true in terms of language development. To be effective in nurturing the language development of their child, parents need a basic understanding of the relationship between hearing and talking.

Because of the frequency and serious implications of middle ear infection in young children, parents also need to be aware of the nature of otitis media and how to provide effective intervention for this condition.

FORMAT: Informational sessions of two hours offered once a week for a period of four weeks. Such a series may then be repeated several times throughout the year. While regular sequential attendance is preferred, repeating the series allows a parent who may need to miss one or two of the scheduled sessions the opportunity to participate at some other time during the year. Some parents may also feel it helpful to repeat the entire series or just one or two particular sessions.

PREPARATION PROCEDURES:

1. Determine and make arrangements for appropriate time and place for meetings.

   Things to keep in mind include:

   - convenient time of day

     Some parents, because of daily work schedules, prefer evening meetings; others may prefer to be home in the evening and would thus find morning or afternoon sessions more convenient.

Perhaps offering one series in the morning or afternoon and the next series of meetings in the evenings would serve to accommodate more parents.

- convenient time of year

  Times to avoid would perhaps include the period immediately preceding Christmas, known bad weather seasons, and late in the school year when interest may be waning.

- comfortable setting

  A warm informal setting that allows for group interaction is preferable to a classroom-type environment.

2. Contact resource people (audiologist, speech/language therapist, etc.) to serve as presenters for different sessions.

3. Secure necessary equipment and materials. Such equipment may include overhead projector, slide projector, video tape recorder, screens, etc.

   Materials that may be used include such things as pocket folders (for agendas, hand-outs, notes, etc.) pencils, and appropriate hand-outs (see list of forms, p.3a)

4. Inform parents of the meetings.

   There are a variety of ways to advertise these meetings. Using a combination of options usually produces better results than limiting promotion to just one mode.

   Different options include:

   - flyers/brochures sent home with the children or mailed. (Bulk mailing may be considered as one way to keep expenses at a minimum.) (see sample flyers, Forms A,B-1,B-2, & B-3)

   - notice printed in a Parent Newsletter

   - notice posted on strategic bulletin boards

   - personal phone calls to parents

   - enrolling parents in the class at the time of child-intake into the program

   - notice in the local newspaper

   - word-of-mouth through staff members, volunteer parents, and parents who have already participated in such sessions. (Word-of-mouth is probably the most effective method of advertising.)

FACILITATING FACTORS:

1. Car pools may encourage regular attendance. A specific number to call for car pool information could be posted with the meeting announcement. One person on the staff or a volunteer could serve as car pool coordinator.

2. Baby-sitting arrangements during the time of the meetings is another important consideration that will free more parents to attend the sessions. Junior high or high school students from a nearby school or volunteers could possibly provide such baby-sitting.

3. Coffee, or coffee and cookies, helps to get a meeting off to a good start. This puts parents at ease and facilitates their participation at question and discussion times.

4. Name tags and introductions for presenters and participants help in getting people acquainted. This also facilitates participation at discussion and question times. Name tags for the young children also help the sitters relate more readily to them.

5. Clearly indicating "Free" on meeting announcements about the workshop series and accompanying babysitting services will perhaps invite more people to take notice.

6. Using the names and titles of presenters for the program may be more effective than just listing topics to be addressed.

LIST OF FORMS*

PREWORKSHOP FLYERS

Form A	Sample Flyer - All Sessions
Form B-1	Sample Flyer - Session II
Form B-2	Sample Flyer - Session III
Form B-3	Sample Flyer - Session IV

SESSION I HOW YOUR CHILD LEARNS TO TALK

Form C	**Sample Interview Technique**
Form D	**Ideas From Parents**
Form E-1	**Stages In Language Development**
Form E-2	**Stages In Language Development**
Form F	**Language Development Chart**
Form G	**Normal Language Samples**
Form H-1	**Matching Game**
Form H-2	**Matching Game Answer Sheet**

SESSION II HOW HEARING AND TALKING GO TOGETHER

Form I	**Let's Look Inside**
Form J-1	**Parts, Problems, and Treatment**
Form J-2	**Parts, Problems, and Treatment Answer Sheet**
Form K	**Frequency Chart**

SESSION III HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

Form L-1	**Communication Game**
Form L-2	**Importance of Communication Interaction**
Form M	**Signals Important For Communication**
Form N	**How Does The Infant Know**
Form O	**Learning About Objects And Events**
Form P	**Check List Of Non-Verbal Communication**
Form Q	**"Rules Of Talking"**
Form R	**Verbal Communication List**
Form S	**Listening And Talking**
Form T	**Learning Language**

SESSION IV HOW TO IMPROVE YOUR CHILD'S TALKING

Form U	**Communicative Intent**
Form V	**Infant And Child Communication**
Form W	**Speech Sounds**
Form X-1	**Development Of Speech Elements**
Form X-2	**The Development Of Speech**

*These forms are filed behind the outline for each session.

Form A

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

4 CLASSES - 2 HOURS EACH

CLASS I — HOW YOUR CHILD LEARNS TO TALK
Monday - October 11 7:00 to 9:00 P.M.
Jane Judy - Language Development Specialist
Toledo Public Schools Early Childhood Program

CLASS II — HOW HEARING AND TALKING GO TOGETHER
Monday - October 18 7:00 to 9:00 P.M.
Barb Price - Educational Audiologist
Lucas County Board of Education

CLASS III — HOW TO HELP YOUR CHILD LISTEN & PAY ATTENTION
Monday - October 25 7:00 to 9:00 P.M.
Penny Mueller - Parent Education Coordinator
Toledo Public Schools Early Childhood Program

CLASS IV — HOW TO IMPROVE YOUR CHILDS TALKING
Monday - November 1 7:00 to 9:00 P.M.
Dean Campbell - Mainstream Child Communication Consultant - Toledo Public Schools Early Childhood Program

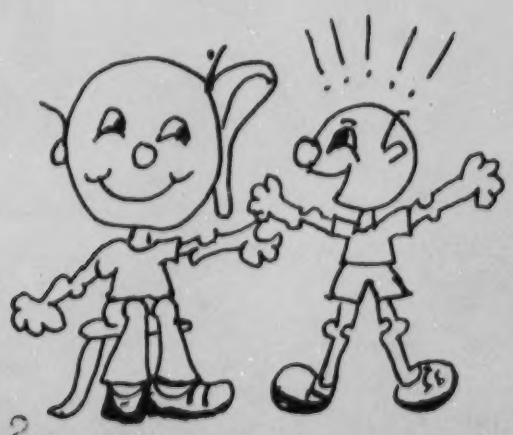
McKesson School
1624 Tracy Street

Refreshments
Babysitting Available

Please feel free to come to one or all of these classes, because each class is a separate topic all by itself.

We can better plan for space and babysitting arrangements if you would call and let us know you are coming.

For more information call Dean Campbell or Penny Mueller, 666-5181.



Form B-1

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

CLASS II

HOW HEARING

AND T LKING GO TOGETHER

THURSDAY, DECEMBER 3, 9:00 - 11:00 A.M.

Barbara Price, our Educational Audiologist, will be the main speaker

Please feel free to come to one or all of these classes,
because each class is a separate topic all by itself.

CHERRY PRESCHOOL
340 Stanley Court

Baby Sitting Available
Refreshments

Form B-1

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

CLASS II

HOW HEARING

AND TALKING

GO TOGETHER

THURSDAY, DECEMBER 3, 9:00 - 11:00 A.M.

Barbara Price, our Educational Audiologist, will be the main speaker

Please feel free to come to one or all of these classes,
because each class is a separate topic all by itself.

CHERRY PRESCHOOL
340 Stanley Court

Baby Sitting Available
Refreshments

Form B-2

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

CLASS III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

THURSDAY - DECEMBER 10, 9:00 - 11:00 A.M.

Please feel free to come to one or all of these classes,

because each class is a separate topic all be itself.

CHERRY PRESCHOOL
340 Stanley Court

Baby Sitting Available

Refreshments

Form B-3

PARENT WORKSHOP SERIES:

HELP YOUR CHILD TO LISTEN AND TALK BETTER

CLASS IV

HOW TO IMPROVE YOUR CHILD'S TALKING

Thursday - December 17, 9:00 - 11:00 A.M.

Please feel free to come to one or all of these classes, because each class is a separate topic all be itself.

CHERRY PRESCHOOL
340 Stanley Court

Baby Sitting Available

Refreshments

CURRICULUM CONTENT

SESSION I

HOW YOUR CHILD LEARNS TO TALK

AGENDA I

30 Minutes - Introductions and Interview Questions

30 Minutes - Develop Working Definitions:
communication, language, speech

30 Minutes - How Young Children Acquire Language

30 Minutes - Matching Game using Stages in Language Development

Homework: Participants should start a list of samples of their child's talking to bring back to Classes III and IV.

SESSION I

TITLE: HOW YOUR CHILD LEARNS TO TALK

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATIONS
Getting Acquainted With All Participants in the Class (30 min.)	To get to know each other	Sample Interview Techniques (Form C)	Break into pairs; interview each other Introduce each other to the group	
Working Definitions (30 min.)	To develop definitions for the terms communication, language, and speech	Chalkboard, chalk Ideas from Parents (Form D)	Invite audience participation in defining: - communication - language - speech Emphasize developmental sequence progressing from communication, to language, to speech Record audience input for definitions of terms	Compare participants' answers to Form D
Stages and Process of Normal Language Development (60 min.)	To become aware of the normal process through which young children learn language To differentiate between receptive language and expressive language To become aware of stages of language development in the early childhood years	Stages In Language Development Chart (overhead transparency) and handout (Forms E-1 and E-2) Language Development Chart (Form F) Normal Language Samples (Form G)	Discuss charts Discuss handouts Matching Game (Form H-1) Assign recording language samples from children at home	Compare participants' answers with answer sheet (Form H-2)

SESSION I

A. Basic Concepts

There is a natural progression from communication, to language, to speech.

Communication: imparting thoughts by speech or signing or writing; interchange of thoughts; sharing thoughts, ideas, and feelings.

Language: communication by voice - auditory symbols - set of symbols used in uniform fashion by number of people - non linguistic means i.e., animals or language of birds - any kind of communication with set of symbols - any set of signs - signals or symbols which convey meaning including written words called language - mutual code or system to communicate.

Speech: utterance - spoken language - articulate vocal sounds - act of talking - acts of putting symbols to use (example - He couldn't understand the speech of the natives because it was in a foreign language.)

How Young Children Acquire Language

Young children learn language by interacting with other people. The nature of this interaction depends, to a large extent, on the age and developmental stage of the young child. The process of language development can be divided into six different stages which are usually experienced by young children from birth through eight years of age. While all young children go through these various stages in the same sequences, chronological ages for the various stages may differ from child to child. Thus, parents and educators working with young children need to take their cues from the communication efforts of the child in order to determine the most appropriate verbal response.

The six stages of language development are outlined in Form E. The focus of this outline is on the nature of the child's communication attempts

and appropriate verbal responses from an adult for each stage of language development. Following is a summary of this outline (Form E).

Stage I

Child's Communication Attempts: vocalizations

Appropriate Adult Response: kind, loving, intoned speech

Stage II

Child: babbling with intonation

Adult: descriptive labeling

Stage III

Child: naming (actions, qualities, etc.)

Adult: simple sentences

Stage IV

Child: telegraphic speech (e.g., "Mom come")

Adult: expansion and modeling and the use of more complex sentences

Stage V

Child: simple and complex sentences

Adult: cognitive ideas related to causality, comparisons, time, and questions

Stage VI

Child: cognitive language and precision in articulation

Adult: reasoning and deductions

B. Implications for Working With Young Children

Not all children accomplish the stages of language development at the same ages or at the same rate. Thus, it is important to carefully analyze

a young child's communication patterns to determine which stage best describes the child's talking. This information is then used to determine what level of response would be most appropriate for encouraging the young child's speech and language development.

The following example illustrates how a parent might use The Stages in Language Development as a helpful tool in appropriately matching verbal responses to their young child's communication attempts.

Typical utterances of Jessie, three years of age, include "Me do it" and "More juice." The parent notes that these utterances represent telegraphic speech which is characteristic of Stage IV. Thus, the parents concentrate on providing expansion, modeling, and complex sentences.

Providing expansion means acknowledging and reinforcing what the child says. Expansion usually involves repeating the child's thought in a complete sentence. For example, in response to "More juice," a parent may say "Oh, you want more juice."

Modeling involves increasing or extending the child's vocabulary by adding new ideas and new words to his or her idea. For example, in response to "Me do it," a parent may say "You want to mix the Kool-aid. Here's a big spoon."

Appropriate language modeling and positive reinforcement for the child's communication efforts are extremely important for language development. Strong reinforcers include such things as attention and positive reaction to what the child says.

C. References

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FORM C

SAMPLE INTERVIEW QUESTIONS

What is your name?

What do you enjoy doing most?

What are your interests or spare time activities?

Will you tell me about your family?

What have you been doing in the past few years?

Form D

IDEAS PARENTS HAVE SUGGESTED

COMMUNICATION:

* - "sharing thoughts, ideas and feelings"
- talking
- receiving and sending
- listening
- sharing thoughts
- feelings
- gestures
- signs
- facial expressions
- body language
- understanding
- two people - back and forth
- get ideas across
- signs - TV
- touching

LANGUAGE:

* - mutual code or system to communicate
- tool to communicate
- culture and environment
- complex process
- reading
- vocabulary
- grammar
- origin
- sounds
- slang
- parts of speech
- meaning
- tone or pitch
- word order
- formal
- verbal (words) voice - written
- using symbols (sign or oral)
- different languages
  - English
  - Spanish
  - French
  - Vietnamese
  - Japanese
  - Sign Language - hands
- common words or signs (same)
- alphabet
- sequence
- spelling

SPEECH:

* - act of talking
- tone
- pitch
- articulation
- pronunciation
- intonation
- inflection

Example from the dictionary of the difference between speech and language:

"He couldn't understand the speech of the native's because it was in a foreign language."

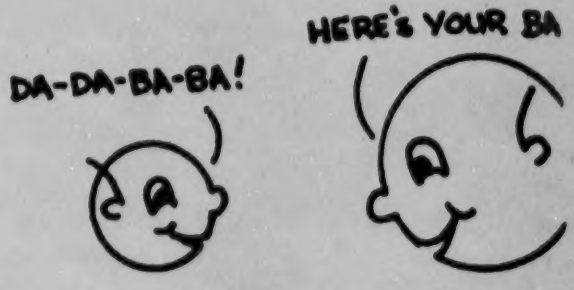
* = preferred definition

STAGES IN LANGUAGE DEVELOPMENT

STAGE I
0-6 mo.

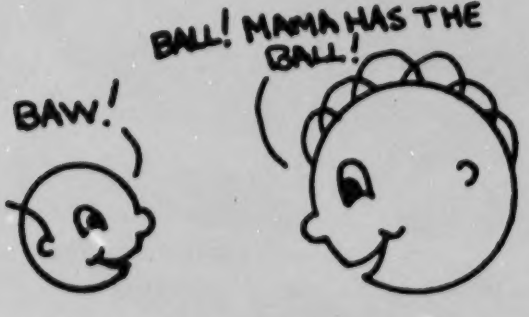
Vocalizations ⟷ Kind, loving, intoned speech patterns

STAGE II
6-8 mo.



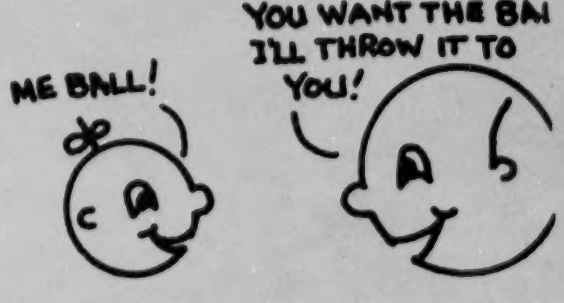
Babbling with intonation ⟷ Descriptive lab ing (object presen

STAGE III
12-15 mo.



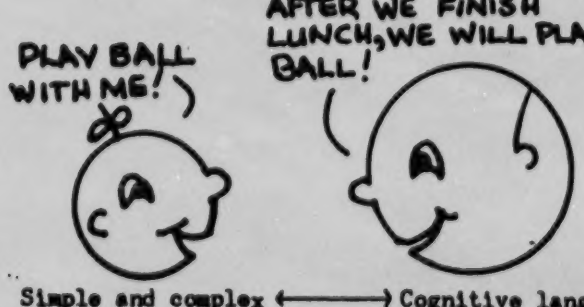
Naming (things, actions, qualities) ⟷ Simple sentences

STAGE IV
2 yrs.



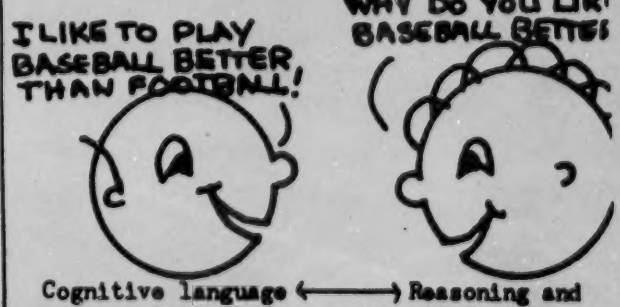
Telegraphic Speech ⟷ Expansion and modeling and comple sentences

STAGE V
3 yrs.



Simple and complex sentences ⟷ Cognitive language, e.g., causality, questions,

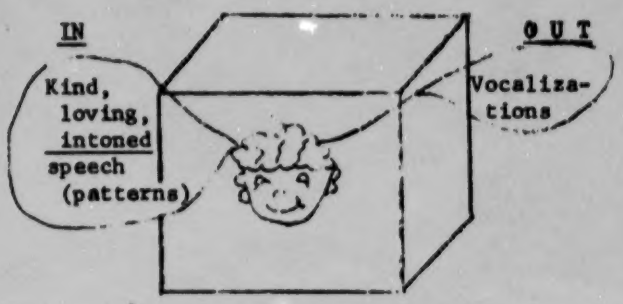
STAGE VI
7-8 yrs.



Cognitive language and precision in articulation ⟷ Reasoning and deduction

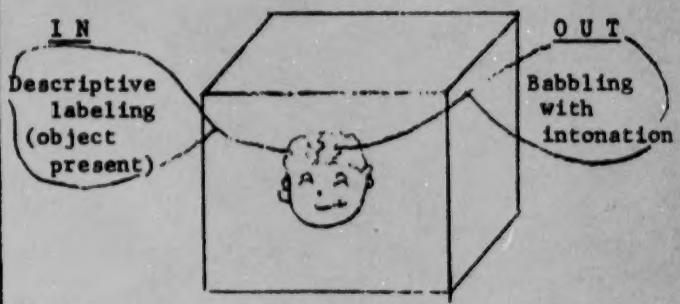
Form E - 2

STAGES IN LANGUAGE DEVELOPMENT



STAGE I

0-6 Months

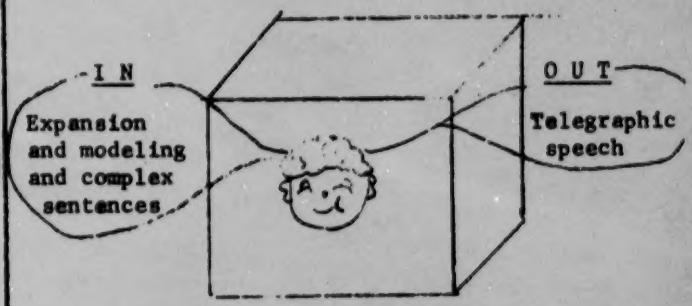


STAGE II

6-8 Months

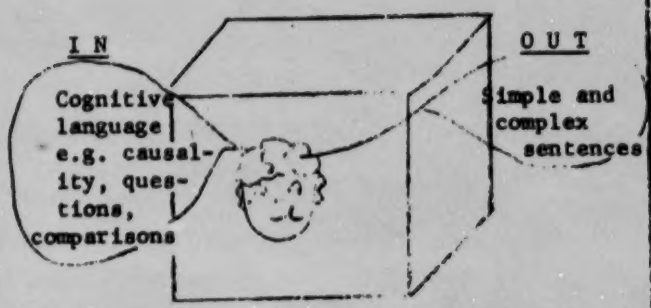
STAGE III

12-15 Months



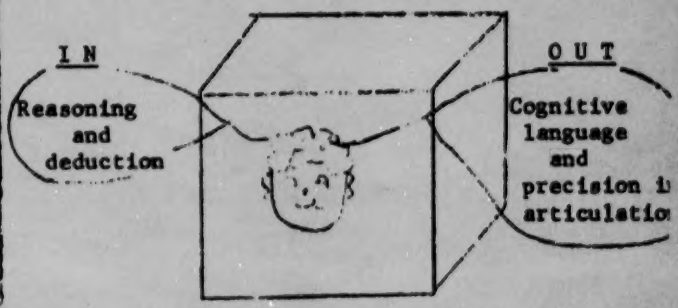
STAGE IV

2 years



STAGE V

3 Years



STAGE VI

7-8 Years

LANGUAGE DEVELOPMENT CHART

Age	Receptive	Expressive
0-6 months	- responds to quiet voice (calms or soothes the child) - listens and looks at speaker - localizes speaker by watching lips and mouth	- uses crying and cooing to express pleasure and pain
6-12 months	- listens to people talking (turns toward and attends to speaker) - generally localizes environmental sounds (turns head toward sound) - understands names of things - understands simple directions ("Come to Daddy") - understands simple questions	- vocalizes to his name (coos or gurgles when addressed) - plays Pat-a-cake and Peek-a-boo-type games - begins using first words with meaning
12-18 months	- understands names of large body parts - begins to group objects (animals, clothes, food) - follows two consecutive commands	- uses and imitates more words instead of gestures - responds to music by vocalizing (babbles or coos) - uses more consonant sounds such as M, T, D, and H
18-24 months	- aware of pronouns and verbs ("Give it to her." "Bring the ball to me.") - can follow two to three related commands ("Take this book and give it to Daddy.") - understands complex sentences ("After we eat dinner we will play ball.")	- imitates environmental sounds (cars, planes, etc.) - begins using simple sentences ("Me go.") - uses his first name (refers to self by name)

Age	Receptive	Expressive
24-30 months	- understands several action words, such as eating, running - understands function type questions ("What do you wear to bed?")	- uses telegraphic phrases, such as, "Me go home." - asks for help, if needed
30-36 months	- understands most common verbs, adjectives, and prepositions - is curious why and how things work - remembers things from recent past	- talks about his experiences - uses plural forms
36-48 months	- enjoys listening to longer stories - understands that words can have more than one meaning ("Do you hear the dog bark?" "Let's feel the bark on the tree.")	- plays with rhyming words and sounds - asks lots of questions - uses more than one complete sentence to express an idea - uses his talking to control others. ("I want a cookie now.") - may have some normal nonfluencies (repeating sounds, syllables, or whole words)
48-60 months	- knows common opposites (big, little, hard, soft, heavy, light, etc.) - can classify a group of objects into basic categories (foods, animals, clothing, etc.)	- uses more complex sentences and question forms - may still exhibit some nonfluencies

NORMAL LANGUAGE SAMPLES

1 year: up - oh ta - oh ya ta - a ma - eee eee - m am - a ya - a llll more - ma-ma - hum - yum - ya - ma ja na - ma - ha ha ha - bye

2 years
6 months: I want a piece in my purse - Coll climbing way up there - I want a piece - Coll, let me neet it. Thanks. - Button this - What? - no my dolly go - you my mutter - Do dat - dis - I can do it colleen - okay - I put it away - puffet - a puppet

2 years
10 months: I can't know where it is - Here hold this - I got five dollars - I got twenty five - Look at Mickey Mouse - I got it - Hey, will you get me a pen to write - I want to write in Daddy's chair with crayons - this is crayons, but not pens, I can't write on

3 years
8 months: This is grandpa's letter - Could you get that - your busy right now - eyes, nose and a face - and a hand and a - whose is this letter - would you push up more - could I stand up and do it - it 's hard for me to write - I could do sumpin like sit on it

4 years
6 months: Move this stuff - Daddy, will you make these - Mommy, will you make the airport - and do you like my new classroom - I sat in the corner two times today - I don't know - when you were just that tall - when I was in my mom's stomach - I'm using another one

2 years
2 months: I wanna hear Debbie - I want up - going night night bed - I want Brandy up - I want little yamb - thank you - Mommy pick me up - I'll have a ride - no, I want another bow - I want bow - mama up - oh, oh - I want dat - I want dis - I wanna ride da piggy

2 years
10 months: What's a matter - those we don't need - I'm going to throw this ball - move away from it - Cammy, you can't play - I wanna go bake a cake - could I play with the toys upstairs - I need a measuring cup - I want to get out of here - baby wants his milk

5 years: I wish we didn't buy no Becky doll - well, we're going to have a fire drill on that bus - know why we're having a fire drill - if there's a real fire, we go in the back door cause that's the safest place - what has ten legs and an elephant eats it - a mouse

5 years
3 months: Mom, do you want me to show you that I like this kind of cherries - Now you gave me to much milk - I'll throw that in the garbage - I thought there would be lots of oatmeal - Mom, I wanted more than this - everytime I stir it, it starts spilling - it's getting orange

2 years
5 months: Mommy straw - bending straw - huh, mine - no, Caroline do - Helen come to Caroline house - Mom, all done - see, fall down - no more - Mommy toy - up high potty - I go potty - Daddy pick up big one - more - huh, come out - No Mom - more - in a minute - my spoon - no

Form H-1

MATCHING STAGES OF LANGUAGE DEVELOPMENT

	STAGES
1. Child begins using simple sentences.	
2. Child vocalizes to his name.	
3. Adult uses intoned speech pattern	
4. Adult uses simple sentences.	
5. Adult uses reasoning and deductions.	
6. Child talks about experiences.	
7. Child uses crying and cooing to express pleasure and pain.	
8. Adult labels objects.	
9. Adult uses more complex sentences.	
10. Adult uses more cognitive language and questions.	
11. Child uses names of things (labels).	
12. Child uses more complex sentences.	

Determine the stages of language development represented on the language development chart.

Form H-2

MATCHING STAGES OF LANGUAGE DEVELOPMENT

	STAGES
1. Child begins using simple sentences.	IV
2. Child vocalizes to his name.	II
3. Adult uses intoned speech pattern	I
4. Adult uses simple sentences.	III
5. Adult uses reasoning and deductions.	VI
6. Child talks about experiences.	V
7. Child uses crying and cooing to express pleasure and pain.	I
8. Adult labels objects.	II
9. Adult uses more complex sentences.	IV
10. Adult uses more cognitive language and questions.	V
11. Child uses names of things (labels).	III
12. Child uses more complex sentences.	VI

Determine the stages of language development represented on the language development chart.

SESSION II

HOW HEARING AND TALKING GO TOGETHER

AGENDA II

15 Minutes - Introductions

15 Minutes - Questions from previous session

30 Minutes - "Unfair Spelling Test"

60 Minutes - Parts of the ear: related problems and treatment

Otitis media: symptoms, medical implications, testing, educational implications

Homework: Remind participants to bring a list of samples of their child's talking to Sessions III and IV.

SESSION II

HOW HEARING AND TALKING GO TOGETHER

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Getting Further Acquainted With All Participants in the Class (15 min.)	To get to know each other better		Tell something about yourself that happened in the last few weeks	
Questions From Previous Week (15 min.)	To clarify information already presented		Solicit questions from participants	
"Unfair Spelling Test" (30 min.)	To sensitize participants to the implications of mild hearing difficulties	Tape recorder and audio cassette Tape "Understanding The Hearing Impaired" from the kit "Kids Come in Special Flavors" P.O. Box 562 Dayton, OH 45405 -or- Record player and record "Getting Through" by Zenith Radio Corp. 6501 W. Grand Ave. Chicago, IL 60635 Paper and pencil for all participants	Play recording of spelling test Have participants write their answers Share impressions after each section of test	
Parts of the Ear (30 min.)	To be aware of the three main parts of the ear To be aware of the function, problems, and possible treatment of the different parts of the ear	"Let's Look Inside" (Form I) Large Ear Chart "Parts, Problems, and Treatment" (Form J)	Presentation by audiologist	"Parts, Problems, and Treatment" completed by participants (Form J)

SESSION II

HOW HEARING AND TALKING GO TOGETHER

(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Otitis Media (30 min.)	To develop understanding of the nature of otitis media To develop awareness of symptoms of otitis media To develop awareness of importance of medical attention for otitis media To develop awareness of testing procedures for identifying otitis media To develop awareness of treatment procedures for otitis media To develop awareness of potential long range educational implications, particularly language	Frequency Chart (Form K) Pamphlets: Understanding Otitis Media - Burroughs-Wellcome Co. Research Triangle Park, NC 27709 Tonsillectomy and Adenoidectomy - Starkey Laboratories Box 9457 Minneapolis, MN 55440 Myringotomy - Starkey Laboratories Box 9457 Minneapolis, MN 55440 Hearing Health Care Series - Otitis Media Aticon P.O. Box 1511 Union, NJ 07083 Other appropriate pamphlets	Open discussion of middle ear problems and their implications including participants sharing experiences, questions and concerns	

SESSION II

HOW HEARING AND TALKING GO TOGETHER

A. Basic Concepts

1. The ability to hear well is critical to language acquisition.
2. Information on the three parts of the ear, related problems and treatment is included on the chart, "The Ear: Parts, Problems, Treatment."
3. Otitis media, or the presence of fluid in the middle ear, is one of the most frequent causes of conductive hearing impairment in the preschool years.
4. Repeated bouts of otitis media are common in young children usually under age 6 and occur more frequently in winter than in summer.
5. Symptoms of otitis media may include the following:

   -ear infections (draining ears/ear aches)
   -fever
   -mouth breathing
   -tonsilitis
   -rubbing/pulling at the ears
   -inconsistent response to sound
   -use of gestures rather than verbal expressions
   -need for radio and TV to be excessively loud
   -inconsistent behavior on a day-to-day basis
   -irregular sleep patterns
   -difficulty recognizing environmental sounds
   -difficulty with speech and language
   -difficulty locating the source of sounds not in line of vision
   -inability to follow, or attend to, stories read aloud
   -balance problems
   -distractability by outside noises
   -frequent need for repetition of directions and information

6. Impedance audiometry is a very effective screening procedure for identification of otitis media.
7. Prompt medical attention is extremely important for young children with recurrent otitis media.
8. Recurrent otitis media in the first 6 years may lead to language/learning difficulties beyond the pre-school years.

B. References

BOOKS:

Hearing In Children, by Jerry Northern, Ph.D., and Marion Downs, M.A.

The Ear and How It Works, by Francis L. Lederer, M.D.

The Hidden Handicap, Toledo Public Schools, 1982.

Sound and Hearing (Life Science Library, Time, Inc., Peabody College Library).

RECORDS:

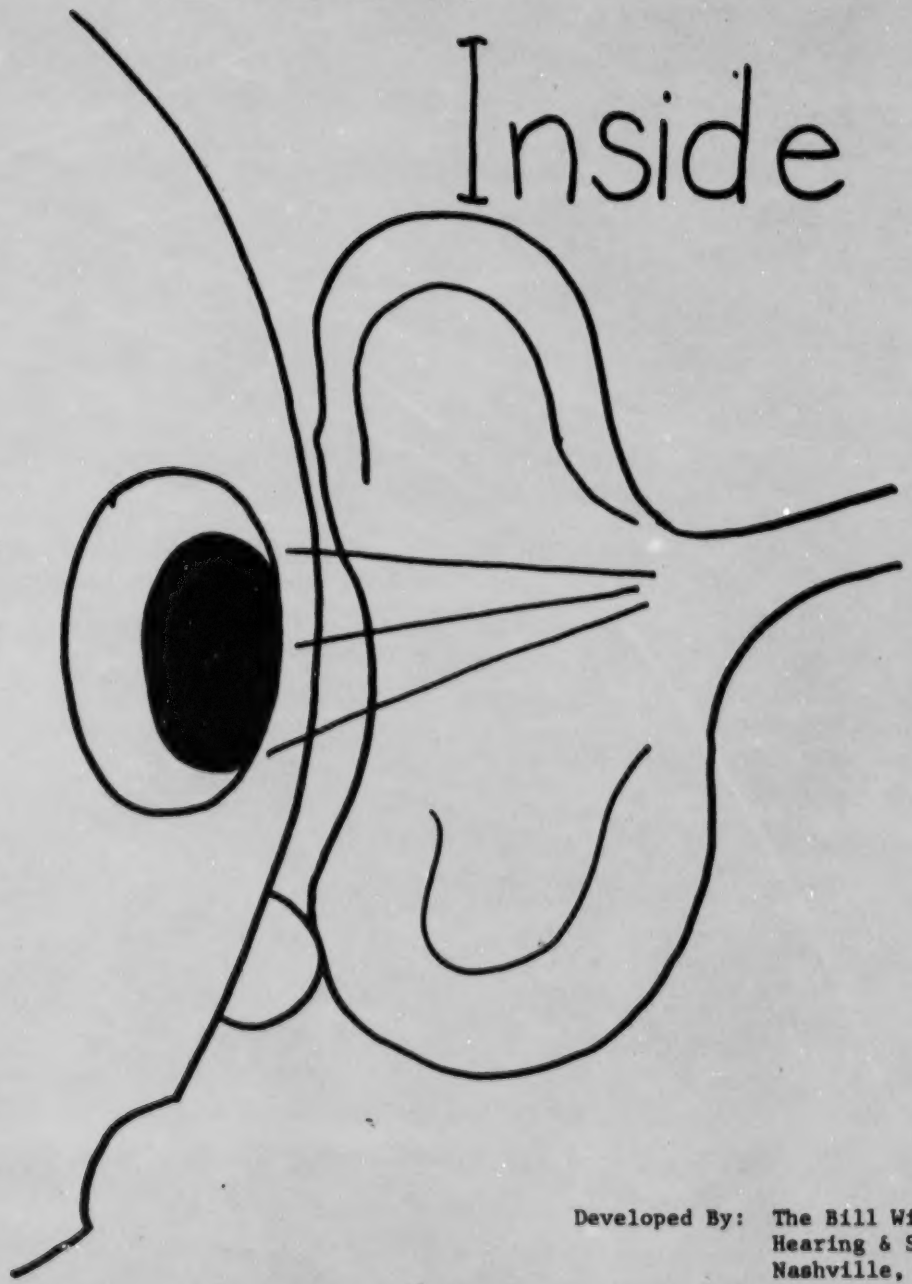
How They Hear by Gordon N. Stowe and Associates

How We Hear (Belton: Electronics Corporation, Chicago, IL), with film strip.

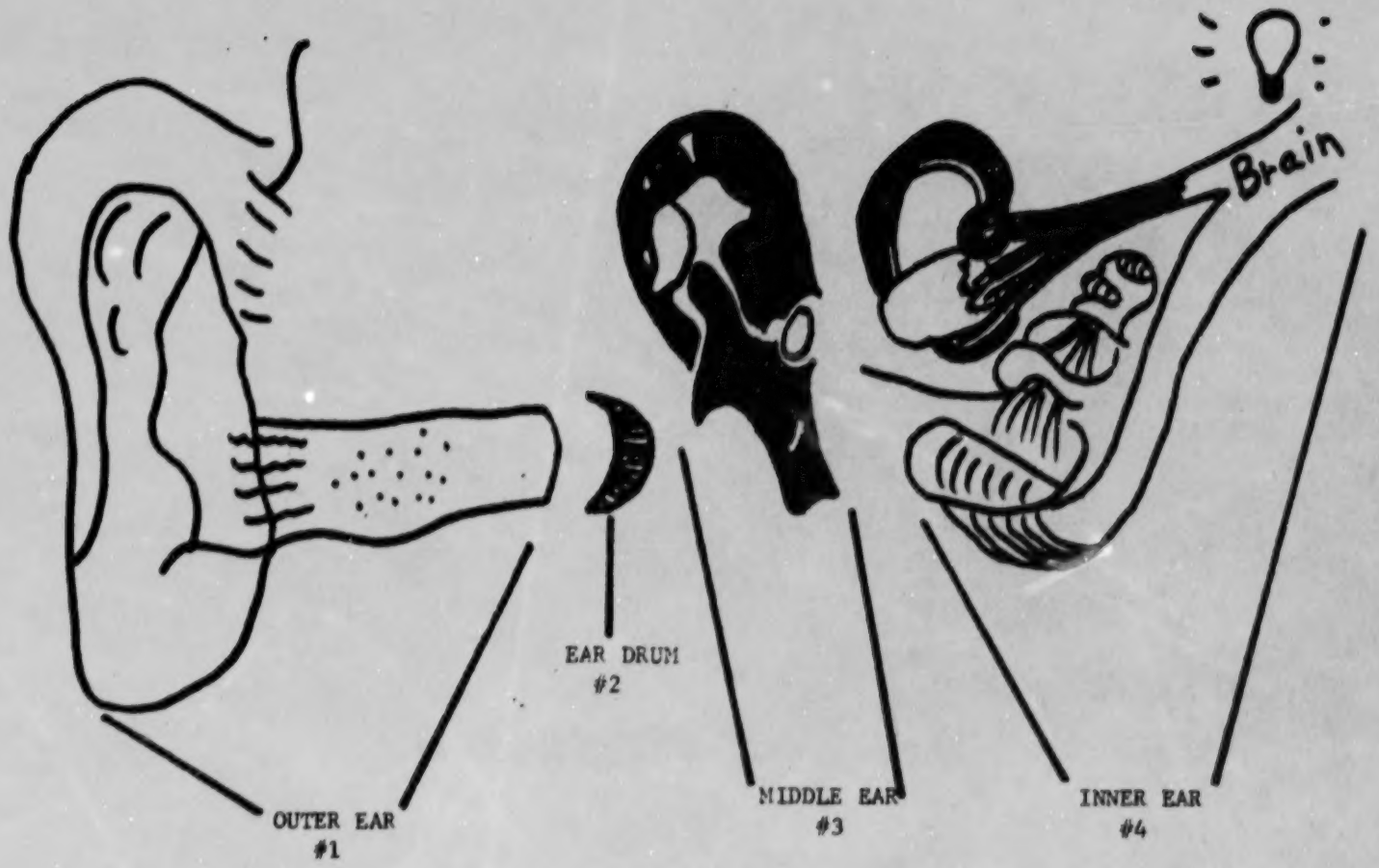
KIT:

Kids Come in Different Flavors, Dayton, Ohio.

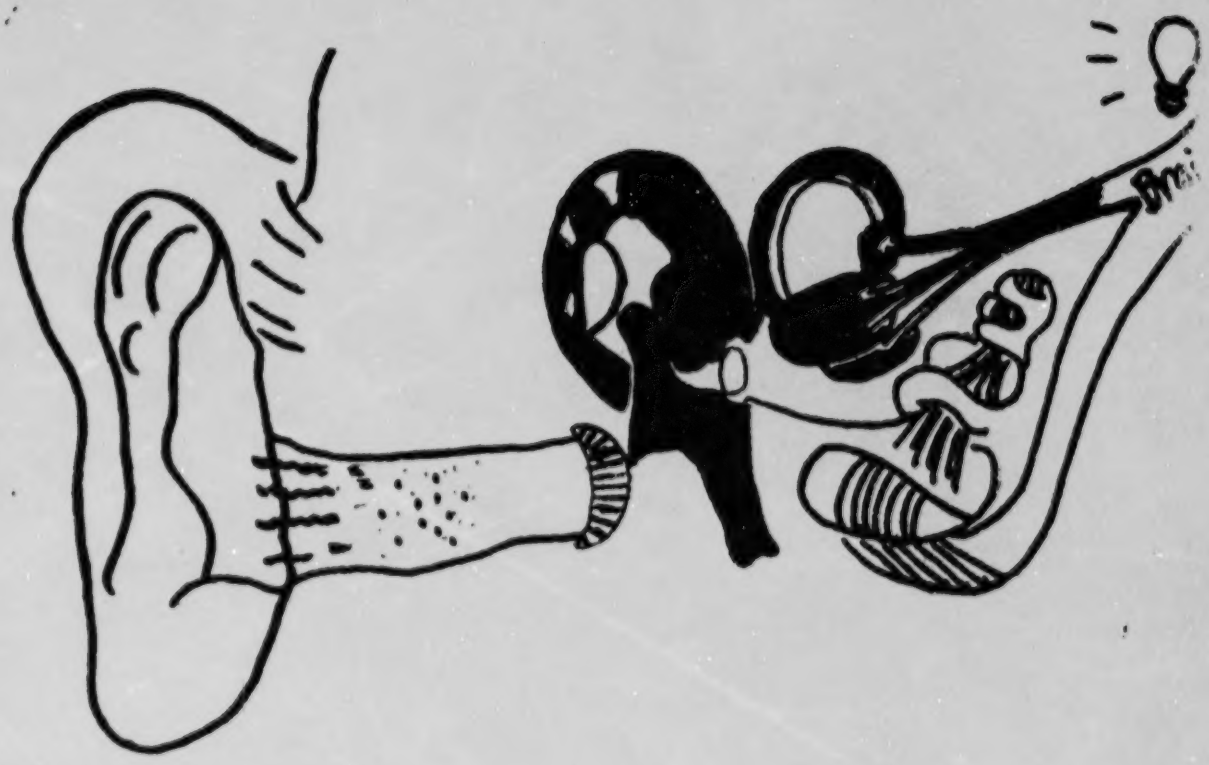
Let's Look Inside



Developed By: The Bill Wilkerson
Hearing & Speech Center
Nashville, Tenn.



Form I p.2



What does the doctor see when he looks in the ear? Can a doctor tell if my child has a hearing loss by looking in my child's ear?

Should I take my child to an ear doctor to see if he has a nerve loss?

Can a doctor operate on my child's ear and help him?

These questions and countless others have come from parents upon finding that their child has a hearing loss. These are good questions and they show that parents have been thinking about their child's problem as well as any possible solutions to the problem.

Now let's talk about the ear, the anatomy, what the ear looks like, and how the ear works or how you hear. We hope in describing the ear and its function that we will have answered some of the questions you too have been asking.

The ear is divided into three parts: The OUTER EAR, the MIDDLE EAR, and the INNER EAR.

The OUTER EAR (See # 1) is the portion of the ear which you can see. When you ask a young child to show you his ear, he will reach up and touch the OUTER EAR.

Another part of the outer ear is the ear canal. This canal is like a tiny tunnel. If you look into the ear, you would see one end, or the opening, of the tunnel. Although this tunnel is only about one inch long, it is difficult to see the other end without an instrument the doctor uses. Wax which is made in the ear canal protects the ear. One should avoid using hard objects, such as Q-tips, etc., to clean out the canal. If you see your doctor regularly for ear check-ups, there is no need to worry about too much wax in the ear.

Sometimes a child will fall on his ear while wearing his hearing aid and you may notice redness, a small cut, or some bleeding at this opening. It is important to see your doctor so that he can instruct you when the child will be able to wear the earmold again.

The other end of the tunnel is covered with a very thin skin or membrane. This membrane is called the ear drum. (See # 2) When the doctor looks in the ear with the light, he can see the ear drum. Its color and shape tell him if the ear is healthy or if there is an ear infection. The ear drum is the dividing line between the outer ear and the middle ear.

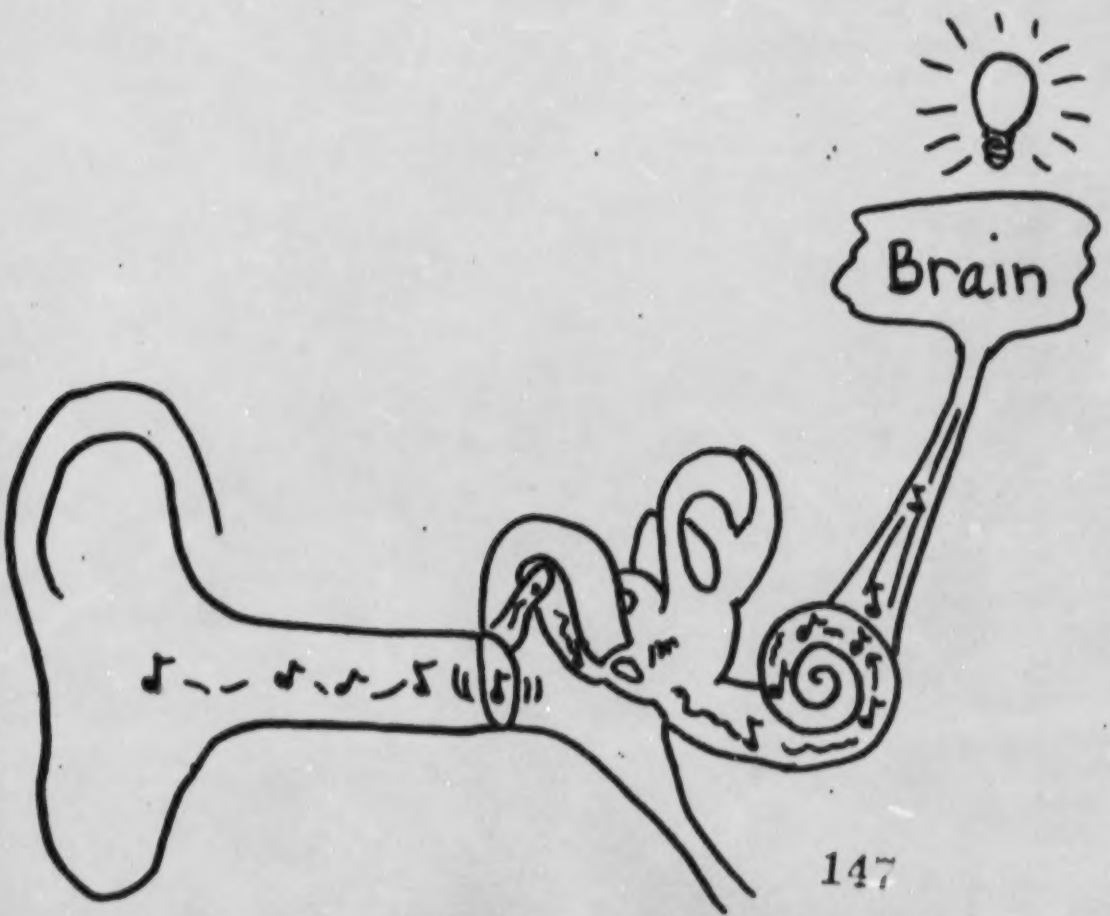
The MIDDLE EAR (See # 3) is a small hollow or cavity about the size of a bean. In this cavity are three small bones frequently called the hammer, the anvil, and the stirrup bones which are hooked together to make a chain. The first bone, the hammer, touches the eardrum and the second bone, the anvil. The anvil also touches the third bone, the stirrup. The stirrup in turn rests on the second membrane. This second membrane divides the middle ear from the inner ear and is called the oval window.

There is another opening into the middle ear, a tube from the back of

the nose which travels to the middle ear. This is called the Eustachian tube. One reason why the very young child is more susceptible to earaches and infections is because this tube is a direct route for a runny nose to travel to the middle ear. Ear infections occur in the middle ear. Now, thanks to new medicines, earaches can be treated rapidly by a doctor.

The INNER EAR (See # 4) is important for two reasons. The tiny snail shaped cochlea encased in bone is filled with fluid and contains thousands and thousands of nerve endings. These nerve endings pick up the sounds we hear and send their message up the auditory nerve to the brain. Though we hear sounds with our ears; it is in the brain that understanding of the sounds takes place.

The three other circular tubes (See A.) which you see in the drawing are called the semi-circular canals. These also contain tiny nerves which help us keep our balance.



There are two ways for sound to travel to the brain. One way is by AIR CONDUCTION. If there is a sudden, loud hand clap, this sound travels through the ear canal to the eardrum. The eardrum vibrates and carries this sound to the three little bones in the middle ear. This chain of bones carries the sound to the nerve in the inner ear. As the nerve is excited, a message is carried along the auditory nerve to the brain where we "hear" this loud clap.

If we have heard a hand clap before, and know what made the sound, we will understand what this sound means. If we have not heard the sound before, it will merely be a noise that is not familiar to us. Therefore it is necessary that a child not only hear sound but understand its meaning.

We also hear through BONE CONDUCTION. This means that sound also is absorbed or conducted through the bones of our skull. If you hum with your mouth closed, and a finger in each ear, the sound you hear is bone conducted. As we hear ourselves talk we hear partly through bone conduction and partly through air conduction. Other people listening to us talk hear our voices only through their air conduction mechanisms. This is why you think your voice sounds strange on a tape recorder. You are used to hearing yourself by both air and bone conduction. Listening to a record, you hear your voice only by air conduction and therefore it sounds different.

The ear is a remarkable, complex organ. A grand piano has 88 notes and it is believed that the inner ear, approximately the size of a pea, is sensitive to about 20,000.

It is most important as parents of deaf children that your child's ears are kept healthy. At the first sign of an earache, go to your doctor immediately. A child with a hearing loss needs to be seen regularly by an otologist, an ear doctor. He will tell you how often these appointments should be.

SUGGESTED READING ON ANATOMY

"The Ear and How It Works", by Francis L. Lederer, M.D.

If You Have A Deaf Child p. 63-71
Illinois Annal School for Mothers of Deaf Children

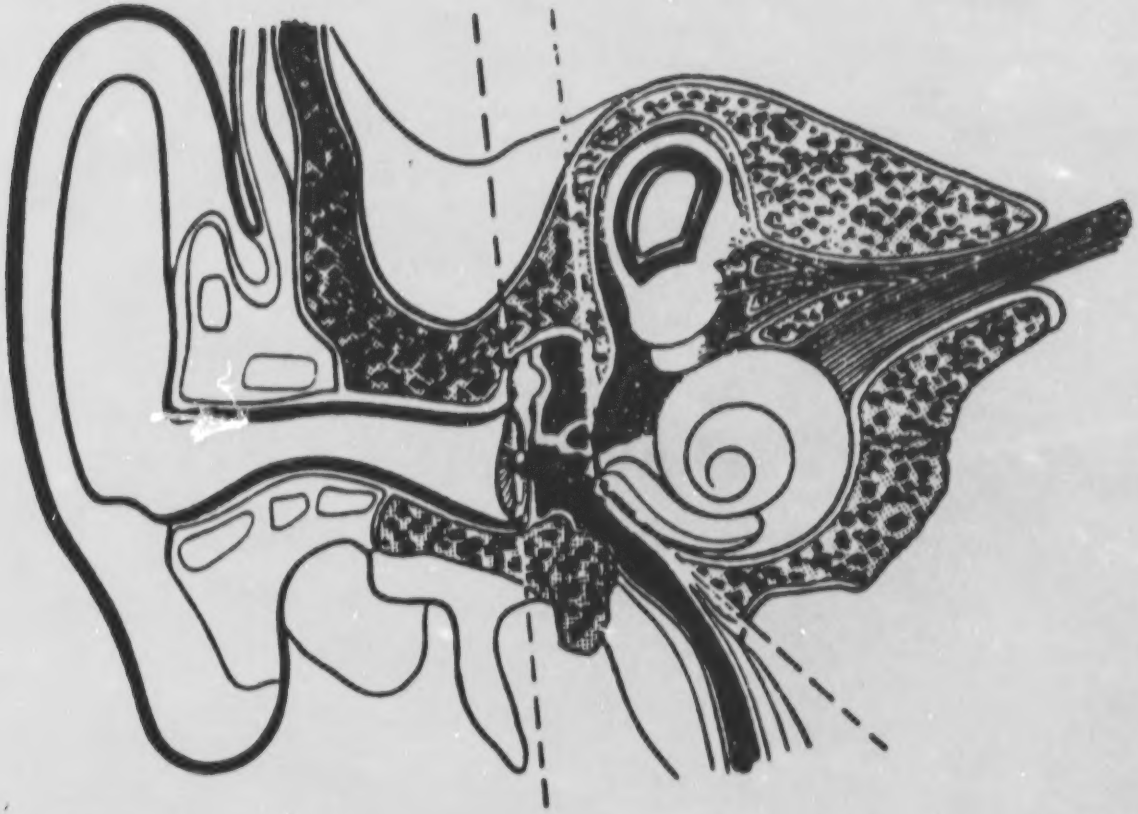
Available in Home Library

"Anatomy and Physiology", by Hallowell Davis, M.D.

Hearing and Deafness - A Guide for Laymen
Edited by Hallowell Davis, M.D.
Peabody College Library

Sound and Hearing
Life Science Library
Time, Inc., New York

Peabody College Library



Form J - 1

THE EAR

PARTS: _____ _____ _____

_____ _____ _____

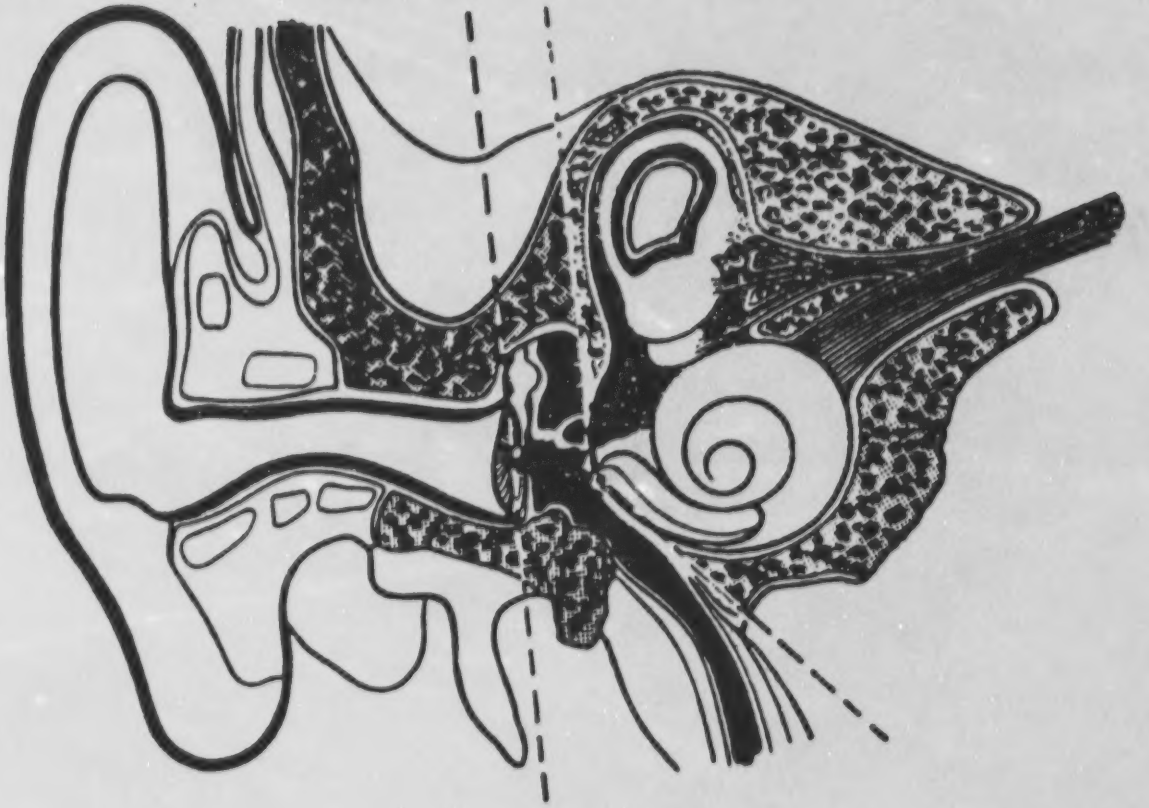
PROBLEMS: _____ _____ _____

_____ _____ _____

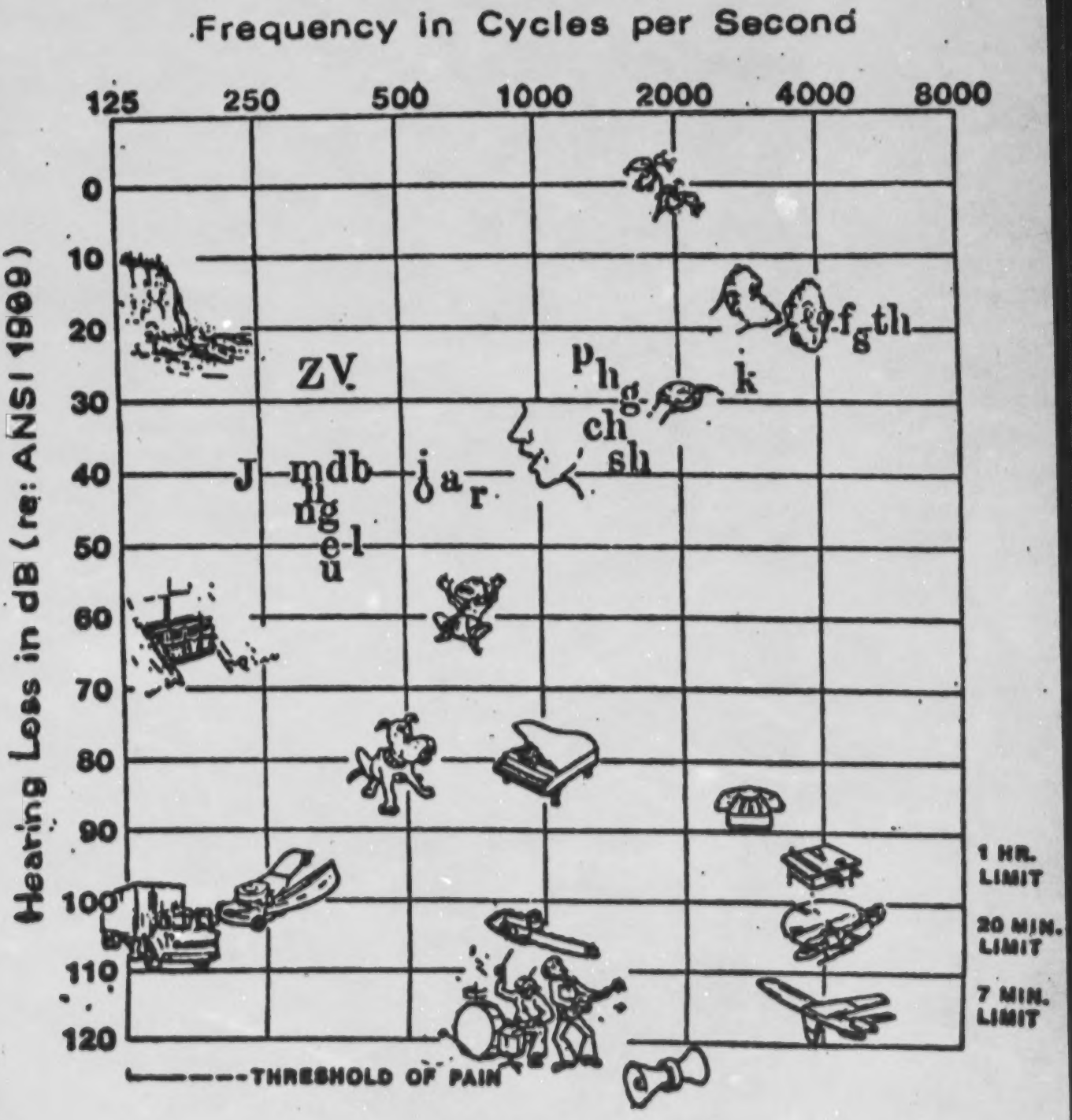
TREATMENT: _____ _____ _____

_____ _____ _____

PARTS, PROBLEMS AND TREATMENT



	OUTER EAR	MIDDLE EAR	INNER EAR
PARTS:			
PROBLEMS:	Possible Hearing Loss from: Wax, Atresia, Swimmer's Ear, Foreign Objects.	Possible Hearing Loss from: Fluid, Ruptured Ear Drum (scar tissue), Disconnected Bones, Tonsils, Adnoids (blocked eustachian tube), Allergies	Possible Hearing Loss from: Damaged Nerves, Meniere's Disease, Meningitis, High Fevers (can be related to childhood diseases)
TREATMENT:	Medication, Surgery, Removal of foreign objects.	Medication, Surgery (Tubes, Tonsilictomy, Adnoidectomy).	Amplification but no medical treatment.



Northern, Jerry and Marion Downs, Hearing in Children, 2nd edition, William & Wilkin Co., Baltimore, Maryland, 1978.

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

AGENDA III

5 Minutes - Introductions

10 Minutes - Questions from previous sessions and review definitions for communication, language, and speech

15 Minutes - Communication Game

30 Minutes - Discuss communication game and nonverbal parent techniques to help child tune-in to parent's talking

30 Minutes - Show "Rules of Talking" (Slides 1-40)
Discuss verbal techniques parents can use to help child tune-in to parent's talking

30 Minutes - Role Play

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Getting Further Acquainted With Participants in the Class (5 min.)	To get to know each other better To clarify information already presented		Tell something about yourself that happened in the last week	
Questions From Previous Week and Working Definitions (10 min.)	Review of definitions for communication, language and speech	Chalkboard and chalk	Discuss definitions and record on chalkboard	
Communication Game (15 min.)	To become aware of the problems encountered in communication	Tinker Toys "Communication Game Guidelines" (Form L-1) Team Numbers (1-10)	Participants break up into teams of 4-6 people Play the game for 10 minutes. Refer to "Guidelines" (Form L-1) Discuss problems and frustrations encountered by each participant Encorporate the following ideas: -What would have made the game easier? -How did the various team members feel? Why? -How did you feel about the time limit? Relate this to parent and young children with communication difficulties	Participants relating personnel experiences of communication game to the experiences of young children learning language

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Key Components in the Communication Process (30 min.)	To develop understanding of who and what are involved in the process of communication	Chalkboard and chalk Importance of Communicative Interaction (Form L-2) Signals Important for Communication (Form M) How Does the Infant Know (Form N) Learning About Objects and Events (Form O)	Invite audience input as to what are the basic ingredients in the communication process Record on chalkboard	Compare participant's ideas
Techniques for Fostering Receptive Language Skills (30 min.)	To become aware of non-verbal techniques parents can use to help their child tune in to the parents' talking	Check-List of non-verbal communication (Form P) Carousel slide projector and tape recorder for "Rules of Talking" (Form Q) slide presentation (slides 1-40) Verbal Communication List (Form R)	Invite audience input as to what techniques they use to secure their child's attention Record on chalkboard Show slides 1-40 and discuss first 3 parts of "Rules of Talking"	Compare participant's input

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Reinforcing Parent Communication Techniques (30 min.)	To practice verbal and non-verbal parent skills	Flour Food Coloring Salt Measuring Cup Bowl Water Spoon Playdough Recipe: 1 cup flour 1/2 cup salt 3 Tbsp. water "Activities" Chalkboard/Chalk or Overhead/Pens "Listening and Talking" (six months to one year) Form S) Learning Language One to Two and a Half Years (Form T)	Participants will plan vocabulary, concepts, and sentences that they want to highlight during playdough experience. Trainers will list ideas on chalkboards or overhead. Two volunteers will make playdough. During this time each member of the audience will be asked to talk about what is happening in the experience. Following activity discussion will occur Guide Questions: -How did we do on bringing out the concepts, vocabulary, and sentences we mentioned we were going to stress? -What other areas were brought out? -What other areas could we have brought out that we didn't?	List of vocabulary, concepts, and sentences Audience participation

SESSION III

HOW TO HELP YOUR CHILD LISTEN AND PAY ATTENTION

A. Basic Concepts

1. Key components of communication include:
   (a) Who's involved - a sender (one who gives a message) and a receiver (one who receives the message)
   (b) What's involved - process of turn-taking
2. Two concepts that are important in sending a message:
   (a) what is being sent - verbal communication
   (b) how the message is being sent - non-verbal communication
3. Techniques for improving parent's non-verbal skills to encourage child's attention:
   - Be close to the child
   - Look at child
   - Use facial expressions (dramatic)
   - Use interesting intonation (most important feature)
   - Use gestures
   - Use touch
   - Convey warmth and acceptance
4. Techniques for improving parent verbal skills:
   - Talk about the here and now
   - Talk about the obvious
   - Talk for the child
   - Put the child's feelings into words
   - Use names of things
   - Use short simple sentences
   - Talk about what you're doing
   - Use repetition

FORM L - 1

COMMUNICATION

GAME

Team Members:

Runner
Looker
Builder
Captain
observer

Looker - Assigned to remain in room with model. Meets with runner of his team outside door of room and describes model to him.

Runner - Relays this information to builder. He may use language and gestures but may not point to building pieces.

Builder - Tries to construct model from information given by runner.

Captain - May view model as often as he wishes and then may only say to builder, "Right" or "Wrong" or "Stop".

Observer - Member of a different team who sees that rules are followed.

Conference - Members of a team may call for a team conference. At this time, all members may meet in the hall and discuss the project. At the end of conference, each member returns to his assigned post.

Time - 10 Minutes

At the end of 5 minutes, announcement will be made that 5 minutes remain to complete project.

Importance of Communicative Interaction

Interaction:

- Parents communicate with child
- Child attempts to communicate with parents
- Parents are sensitive to childs communicative intents
- Parents respond to childs communicative intents

= Communication

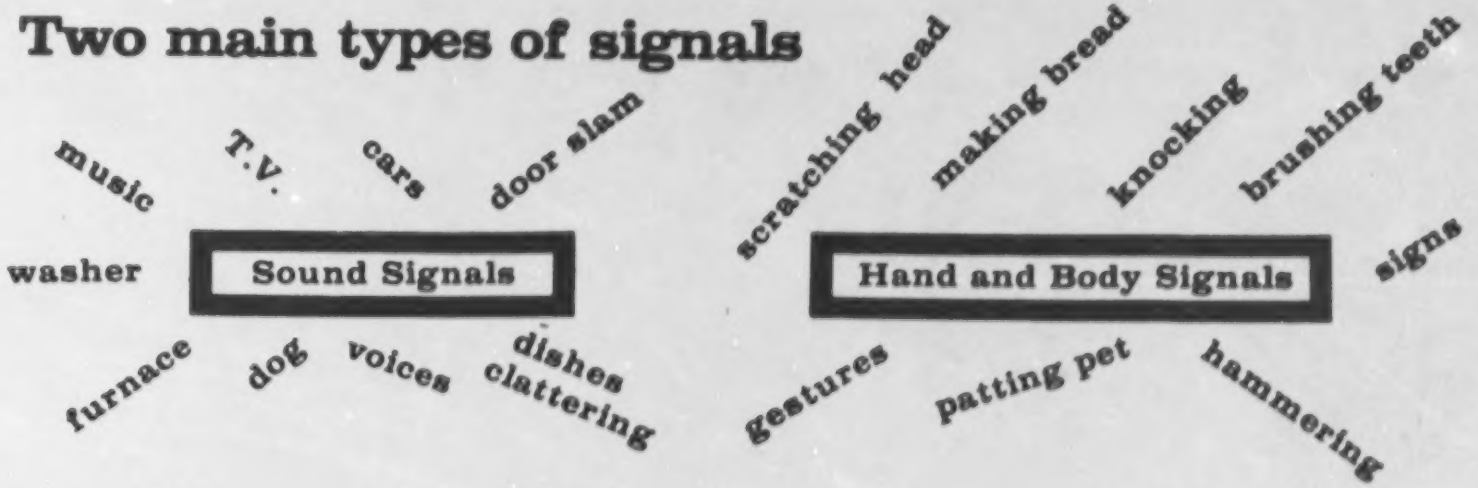
Form L - 2

Communication ⇨ Language

From: Project SKI*HI, 1975
Visual Aids to Accompany Project SKI*HI
Home Hearing Aid Program
By: Steven H. Viehweg

Signals Important for Communication

Two main types of signals



Form H

How does the infant or young child know which signals are important for communication?

Combining the signals with meaningful events:

Feeding

Diapering

Playing

Comforting

Bathing

From SKI*HI, 1975

How does the infant or young child know which communication signals are more important to pay attention to than others?

- ★ intonation or voice melody
- ★ facial and body expression
- ★ repetition
- ★ simplicity
- ★ looking and talking directly to the child

Form N

From: SKI*HI, 1975

Learning About Objects and Events in the Environment

* **How does the infant or young child know which objects and events are important?**

Movement

Happening Often

Parents Drawing Attention to Objects and Events

Form O

From: SKI*HI, 1975

Form P

Checklist of Non-verbal Communication Within Utterances

Parent Utterance	Close to Child	Looking at Child*	Facial Expressions	Interesting Intonation	Gestures	Touch	Conveyance of Warmth and Acceptance
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
Percent of total responses							

* Parent advisors should remind parents that when they are providing ad concham stimulation or teaching a specific auditory skill, looking directly at the child may not be necessary.

From Ski*Hi Manual

THE RULES OF TALKING

How to Get and Maintain the Child's Attention

1. Get down on the child's level, as close to his ears as possible.
2. Let your face and your voice tell your child that what you are doing is interesting and fun.
3. Let the child actively participate. Language is best learned while doing.
4. Tune into the child. Talk about what interests him.

What to Talk About

1. Talk about the HERE AND NOW.
2. Talk about the obvious.
3. At time, talk for the child.
4. Put the child's feelings into words.

How to Talk to a Child who doesn't yet have spoken words

1. Everything has a name. Use a name.
2. Use short simple sentences.
3. When you use single words, put them back into a sentence.
4. Use natural gestures when you talk.
5. Tell, then show the child what you are doing.
6. Use repetition. Say it again and again.
7. Give the child a chance to show that he understands.

How to Help a Child use his voice to make sounds

1. Imitate the child's repeated movement and add voiced sounds to go along with the movement.
2. Vary the sounds you make to the child. Make it interesting for him to listen
3. Give the child a chance to use his voice. Be a listener as well as a talker.

How to Help a Child use his voice to make sounds (continued)

4. Imitate the sounds the child makes.

5. Reward the child when he uses his voice.

How to Talk when the child begins to use words

1. Reward the child when he attempts to say a word.

2. Repeat the child's word and put it back into a sentence.

3. When the child uses telegraphic speech, repeat his thought in a complete sentence.

4. Expand the child's vocabulary by adding new words.

5. When the child uses incorrect language or speech, repeat it correctly.

6. Let the child hear new sentence forms.

7. When the child expresses an idea, expend his thoughts by adding new information.

Sue M. Lillie, M.S., Head Teacher
Mama Lere Parent Teaching Home

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VERBAL COMMUNICATION LIST

1. Parent responds when baby cries with reassuring vocalizations (talk, hum, coo) instead of using pacifier, bouncing baby, etc.

2. When child babbles, parent imitates and/or expands babbling.

3. When child makes repetitive bodily motions, parent adds vocalizations to accompany child's motions.

4. When parent communicates to child, parent initiates new babbling for child to hear.

5. When parent talks to child, parent discusses meaningful, daily activities of child (obvious "here and now" activities).

6. When parent communicates to child, parent talks about fun things that interest child (take advantage of child's natural curiosity).

7. When child expresses communicative intents (pointing, looking, tugging, vocalizing, etc.), parent responds with simple language.

8. When parent talks to child, parent uses names of things rather than excessive use of pronouns or pointing.

9. When parent directs conversation to child, parent uses short simple sentences rather than long complicated ones.

10. When parent communicates to child, parent allows child a chance to take a turn (make a communicative expression).

11. When child communicates to parent in any way, parent reinforces the communicative attempt.

LISTENING AND TALKING
Six Months to One Year
(Your Baby & Child - Penelope Leach)

This half year is crucial to babies' language development despite the fact that many will not produce a single recognizable word before their birthday. Babies learn language long before they can speak it. First they must listen to other people's words and learn to understand what they mean. Only then will they be able to produce meaningful words of their own.

The importance of a baby's listening and understanding is often underestimated because we tend to overestimate the importance of babies own word production and try to force babies to produce word-sounds by imitation. But just saying a word or two is not useful language; we are trying to bring up a person, not a parrot. So try not to confine your interest to listening for sounds which sound like words, saying words for your baby to imitate, and identifying his or her first real words. Concentrate instead on giving the baby lots of talk to listen to; plenty of opportunities for grasping the meaning of the words he or she hears and an immediate and pleasant social response to the sounds he or she makes.

Why babies learn to speak

Most people assume that babies learn to speak because they must communicate in order to get what they want or need. The facts do not support this simple idea. Babies manage to communicate with their caretakers for the whole of their first year without using words. So why should they suddenly feel a need for them? When they do produce some words they are very seldom words which have anything to do with the baby's needs. He will not first learn to say "bisquit" or "come" or "up", he will learn instead the name-labels of people or things which are emotionally important or pleasurable exciting to him.

Pleasant emotions may be the key to the development of speech. Babies are born with a built-in interest in listening to human voices and a built-in tendency to produce babbling sounds of their own. During the first six months, the baby comes to associate the gentle, pleasant speech sounds he hears from you with pleasure and with having his needs fulfilled. When he babbles he hears his own noises as similar to your voice and so those sounds are associated with pleasure too. His own sounds make him feel pleased and happy because of their association with your sounds and you, so the baby is motivated to go on making more and more sounds, to elaborate his babbling into the more complicated form we call "jargon" (see p. 263) and eventually to develop actual speech (see p. 355).

This is only a theory, of course, but it is a theory which fits many observable facts. Deaf babies, for example, babble normally until around the middle of the first year but instead of increasing in amount and elaboration, their sound making then dies away. It may well be that they stop making sounds because they are not receiving the affectionate feed back which motivates normal babies to to on. There are less extreme examples which support this theory too. One little girl who was born partially deaf also failed to develop sounds beyond the babbling stage. Examination later showed that her hearing loss was

sufficient to cut her off from gentle speech sounds but was not great enough to cut out loud, angry talk or the sounds of her own crying. She could hear when her parents were cross with her or when she herself was miserable, but she should not hear when they were affectionate or she herself was happy.

If you listen to the development of your own baby you may well feel that his behavior also fits this theory. Throughout this half year he will do all his talking, whether it is to an adult or to himself, when he is pleased and excited or at least happy and content. When he is cross and unhappy he will not talk; he will cry. Whenever you hear him carrying on a "conversation" with himself, making a sound, pausing as if for an answer and then speaking again, you will find that his noises sound like pleasant, friendly or joyful speech, but never like cross or irritable speech. When the time finally comes for your baby to produce real words they too will be in a pleasant context. If "ball" is to be his first word it will not be spoken in angry demand but in pleased comment. If your name is his first word, he will not use it first as a reproving whine but as a delighted greeting.

The development of speech sounds

In the middle of this first year most babies will carry on long babble conversations with an adult, making a sound, pausing while the other person replies and then answering back again. The baby will continue for as long as you will go on looking and speaking directly to him. He cannot yet talk to you if he cannot see you nor evn respond vocally if you call across the room.

Most of the sounds are still single syllable cooing noises. He says "Paaa" and "Maaaa" and "boooo" He intersperses them with laughter and gurgles and hiccups of delight. His conversations are all joy. If he is cross he will not talk; conversely, if he will talk to you he is not miserable.

During the seventh month the baby becomes increasingly on the alert for speech sounds. He begins to search the room with his eyes if you call him when you are out of sight. He will look for the source of the voice on the radio, too, ready to respond with conversation as soon as he can discover who is talking.

Towards the end of the seventh month you will hear elaborations of his own sounds. The first change is that he turns his cooing noises into two syllable "words" by repeating them. He says "Alal" and "Amam", "Mumum" and "Booboo". Gradually these "words" become more separate from each other, with less musical cooing between them. Once this happens, usually by the end of the seventh month, there are new sounds on the way. This batch is more exclamatory and less dove-like: he says "Imi!", "Aja!", "Ippi"... These new two syllable "words" seem to make the baby increasingly excited by his own sound making. Once they are in his repertoire, he will probably wake you each morning with a dawn chorus of delighted talk in which he behaves exactly as if you were in the room and talking to him. He will exclaim, pause, speak again, pause and then say some more, and he will go for minutes at a time, entertaining himself until you choose to go and join in.

During the eighth month most babies begin to take an interest in adult conversation, even when it is not directly aimed at them. If your baby happens to be sitting between you as you talk over his head, that head will turn from one of you to the other as each speaks. He behaves as if your conversation were a tennis match he was closely following. But the talking game is too good for the baby to let himself be left out for long. Soon he learns to shout for attention. It is not a yell that he produces nor a squeal not a cry: it is a definite and intentional shout. It is often the very first time that the baby uses a speech sound with a specific communicative purpose in mind.

Soon after the shout, many babies learn to sing. Of course the song is not elaborate: four notes up or down a scale is about average. But it is quite definitely musical and usually set off by your singing, by music on the radio or "theme tunes" on television.

The ninth month usually produces exciting speech developments which all happen at once. The baby's forms of speech suddenly become much more elaborate, with long drawn out series of syllables being produced such as "Loo-loo-loo-loo". At the same time he begins to inflect and change the emphasis of his sounds, so that listening parents hear varied sounds suggesting questions, exclamations and even jokes among the babble. Then the forms of speech change yet again. This time the baby does not just add more and more of the same syllables to what he says: instead he combines all the syllables that he knows into long complicated "sentences" such as: "Ah-dee-dah-boo-maa". Once this kind of combination, which is technically called "jargoning", is heard, the baby is on the verge of producing real words.

For another month or so you may not be able to identify any words, but the baby's epeech sounds become so clearly inflected, so varied and so expressive that he sounds exactly as if he were speaking, fluently, but in a foreigh language. The jargon sounds so realistic that sometimes, if your mind is on something else when he starts to talk, you may find yourself saying "what did you say, darling?", forgetting for the moment that he cannot really have "said" anything!

Most babies produce their first "real word during the tenth or eleventh month. We cannot be exact, because first words are surprisingly difficult to identify. "Mummy" is a good example. When a seven month old baby says "mum", few parents will be fooled into thinking it is a real word because they do not expect a seven month old baby to talk. But when that same baby makes the same sound at ten months, it is easy to be fooled. You are expecting words now so you tend to find them among all that babble, and to forget that the actual noises you are now considering for word-status are sounds he has been making for months.

<u>Identifying first words</u>

There is no particular point in trying to identify your baby's first words. It does not matter whether he uses any or not at this stage. His expressive, fluent, varied jargon is an absolute assurance that he is going to speak when he is ready.

But the stages the baby goes through in getting to words are interesting developments and if you find them so you will help the baby's language development along. Interest will make you listen carefully to what he says. Listening carefully will probably make you answer him with more adult talk. Being listened and replied to is what he most needs for his speech development.

In the tenth or eleventh month the baby is likely to get the idea of using a particular sound to refer to a particular object, but he may still take a while to "decide" what sound to use as a name for the object he has chosen. One child, for example, used the bord "bon-bon" when asking for her ball. Later she used the word "dan" about the same ball. On each occasion it was clear that she meant that ball and dis not mean anything else, but she behaved as if all that mattered was to use a word - any old word would do. After a week or two of this kind of confusion, the baby moves on a stage and starts to use one sound, and only one sound, to refer to one and only one object. But the sound he uses may still not be a "word" in the adult sense. It may be an "own-word"; a sound that the baby has invented, and attached to a particular thing or a particular person. But even if the "own-word" has not the slightest similarity to the "proper" one, it should be counted as a word if you know what he means by it. After all, the whole point of speech is communication between people. If you know that your child means "bus" when he says "gig", then he is talking to you.

How babies learn their early words

Babies of eight to twelve months are highly imitative. As well as imitating actions they will often imitate word sounds. Because of this, many parents spend a great deal of time during these months holding objects up in front of their babies and saying "say shoe; shoe; say shoe, darling", and so on. This kind of thing, probably does not do babies any harm. They may enjoy the long "conversations" it gives them and they may enjoy the imitating game for its own sake. But they will not learn to talk that way. As we said at the beginning of the section (see p. 260), learning to talk is not a matter of learning to imitate sounds for their own sake.

A baby hears a word like "shoe" over and over again in daily life as the constant sound in a large variety of statements. In one day you may say to him "Where are your shoes?"; "Oh, what dirty shoes!"; "Let's take your shoes off"; "I'll put your shoes on"; "Look what nice new shoes". The word "shoes" is the one sound which occurs in all those sentences and it is always associated with those things that go on his feet. Over days and weeks he will come to associate the sound with the shoes. When he has made the association "shoes" = what are put on his feet, he will know what the word means.

Your baby will probable learn the meanings of dozens of words before he actually says more than one or two. He will first use words which mean something joyful or exciting to him. Perhaps he has in fact understood that word "shoe" for several weeks but has never said it. When you take him to a shoe store and buy him a pair of bright red slippers, his pride in them as they glow on his feet may be what stimulates him at last to say "SHOES!"

He may have known that the recurring word "Toby" referred to the family dog; a sudden rush of affection for him, as he plunks himself down beside him, may stimulate the first use of his name.

First words come slowly but understanding of words goes on a pace. If your baby has only used a word or two by his first birthday, don't assume that he is not learning language. He is listening and learning to understand.

Helping your baby to listen and to talk

Lots of loving talk is the best overall help that you can give to your baby's language development, but there is talk which is positively useful and talk which is less useful:

Talk directly to your baby. A baby cannot pay attention and listen carefully to general conversation. If he is in a room with his whole family and everybody is talking, he will be lost in a sea of sound. You say something and he looks at you, only to find that your face is turning away to his brother. Brother replies, sister interrupts with a half-finished sentence that ends in an expressive shrug, and meanwhile somebody else has started a side conversation and the television has been switched on. Third or fourth children especially in families where the children are born close together, are often actually delayed in their language development because they get so little opportunity for uninterrupted one-to-one conversation with adults. Even if you are coping with a baby, a toddler and a four year old who never stops asking "why?" try to find at least some times when you can talk to the baby alone.

Don't expect him to learn as much language from strangers, or from a succession of caretakers, as he will from you. The baby learns the meanings of words by hearing them over and over again in different sentences and with varying tones of voice, facial expressions and body language from the speaker. The more familiar he is with the person who is talking, the more likely he is to understand. Talk from you will mean much more to him than talk from a stranger. Indeed, even at the toddler stage (see p. 356) he may be quite unable to understand a stranger's words because the accompanying expressions and tones of voice are strange to him.

Make sure that you actually use the key labelling words when you talk. The baby is going to single out label-words which continually recur in different sentences, like that label-word "shoe". So when the two of you are hunting under the bed, make sure that you say "Oh, where are your shoes?" rather than "Oh, where are they?". When the door needs shutting, make sure you say "I'll go and shut the door" rather than "I'll go and shut it". The child's own name is a vital label for him to learn. He will not think of himself as "me" or "I"; indeed as we shall see. English grammar makes this kind of word extremely difficult for a child to learn because the correct word depends on who is speaking. I am "me" to myself, but I am "you" to you. So at this stage, you use his name-label, too. Don't feel embarrassed because it is "baby talk". "Where's a cookie for John?" you can say as you rummage in the cookie jar. It will mean much more to him than "where's one for you?"

Talk to the baby about things which are physically present so that he can see what you are talking about and make an immediate connection between the object and the recurring key word. "Wasn't it funny when that cat we saw ran up the tree?" will not mean nearly as much to him as "Look at that cat. Do you see her?" "The cat is going to run up the tree. There! A cat in a tree. . ."

Talk about things which interest your baby. Not all your conversation can be about immediately visible things, but you can make sure that the subject means something to him. A long story about his sister's day at school will mean very little but the story of the squirrel he saw in the park that evening may rivet his attention. Even if he does not understand everything you say, he will pick up the subject matter and, perhaps, the labels for the things he learned while they were visible, like "squirrel" ro "nut".

Overact. Use lots of gestures and expressions. You can make your meaning much clearer to the baby if you point to the things you are talking about, indicate the thing you want him to crawl over and get, and generally "ham" you message a bit. Babies with vocal, outgoing parents often learn to understand and use exclamations first of all because they hear them used over and over again and with exaggerated inflections and inflectious excitement: "Oh dear!" you may say when he falls down and "Up you come!" as you lift him from his crib.

Try to understand your baby's words or invented words. You will help to motivate him towards ever-increasing efforts at speech if you can make it clear to him, by your reaction to his sounds, that you care what he says; that it matters to your understanding whether he uses the right word or not; and that you will try to understand any attempt at communication that he does make. Of course, this is a subtle message to try to convey to a ten or eleven month baby, but the general idea will get across to him if he sees you taking the trouble. For example, if he makes a sound and gestures towards something when he is sitting in his high chair, you might look to where he is pointing, and list for him all the things that you can see which he might have meant. If you hit the right one his pleasure as he repeats his "own-word" will be immense.

If you see him crawling around looking for something, using a word questioningly, join the hunt for the nameless object. Once again, when it is found, the baby's pleasure in your understanding will repay the trouble you have taken.

Help your baby to use those few words in obviously useful situations. If you are playing together and you can both see where the ball has rolled to, ask him to get it for you. When he crawls back with it you can confirm that he understood you correctly by thanking him, using the word again; "Good boy, you've brought your ball". If you then play ball with him the whole transaction of words and actions will have an obvious and pleasurable point for him.

Don't correct or pretend not to understand "own-words". Correcting him, or trying to make him say the word again "properly", will only bore the baby. He does not want to say the same thing again better, he wants to say something else now. Your corrections will not have any effect anyway because, as we have seen, he is not imitating language but developing it. His "own-word" will evolve into something more correct in its own good time but not at your command. If you pretend not to understand the baby unless he says something

"properly", you are cheating him. He has communicated with you, made you understand his meaning. He has therefore used a piece of language. If you refuse to acknowledge it, you spoil the flow of his language development. He cannot instantly produce the "correct" word, because that word has not evolved for him yet. His "own-word" is the best that he has to offer. Remember, too, that it is pleasure, affection and excitement that motivate early speech. Refusing to hand him his bottle until he says "milk" instead of "bah-boo" will make him frustrated and cross. You are more likely to get tears than words.

LEARNING LANGUAGE
One to Two and a Half

(Your Baby & Child - by Penelope Leach)

Toddlers cannot really join the human race until they can understand and use language. Until that time they are part of a baby-race, needing to be "talked to" with special gestures, little words, lots of physical contact. And until that time their needs and wants have to be guessed at too. He is whining. What does he want? Is he tired? Hungry? Bored?

Once a child can really understand and use speech, you can discuss things with him or her. Things that are there to be seen like that naughty dog stealing the chicken off the table; things that are not there but will be, like Jane who will soon be home from school; things that will never be "there" in the sense of being visible like thunder or electricity or joy.

Understanding language

Language is for communication; for people to talk with each other. It is not just one person saying word. A few separate words on their own are not even very useful, as you will know if you have ever faced a foreign country armed with a phrasebook. The book will tell you how to say "where is a hotel?" but it cannot tell you to understand the answer.

Understanding language is far more important to your toddler than actually speaking it. Once he really understands, he will communicate with you. If you try to teach him to imitate word-sounds before he understands their meaning, you are treating him like a parrot, not a person.

Helping your child to understand language

As we have seen, a baby has an inbuilt interest in human voices with a natural tendency to listen and to concentrate when someone is talking. You can build on this as you did earlier.

Talk as much and as often as you can directly to the child. Look at him while you talk. Let him see your face and your gestures.

Let the toddler see what you mean, by matching what you do to what you say. "Off with your shirt" you say, taking it off over his head; "Now your shoes", removing them.

Let the toddler see what you feel by matching what you say with your facial expressions. This is no age for teasing. If you give him a big hug while saying "Who's mommy's great horrible grubby monster then?" you will confuse him. Your face is saying "Who's mommy's gorgeous boy?"

Help your child to realize that all talk is communication. If you chat away to yourself without waiting for a response or looking as if you want one; or if you don't bother to answer when he or another member of the family speaks to you, he is bound to feel that words are just meaningless sounds.

Don't have talk as background noise. If you like to have the radio on all day, try to keep it to music unless you are actually listening. If you are listening, let him see that you are receiving meaningful communication from the voice he cannot see.

Act as your toddler's interpreter. You will find it much easier to understand his language than strangers do and he will find it much easier to understand you and other members of the family than to understand strangers.

Help the child to understand your overall communication: it does not matter whether he understands your exact words or not. If you do some cooking, lay the table, take off your apron and then hold out your hand to him saying, "It's lunch time now", he will understand that his lunch is ready and will come to his high chair. He probably would not have understood the words "lunch time now" if he had not had all those other cues to go with them. He will learn the meanings of words themselves through understanding them, again and again, in helpful contexts.

Using Words

As we have seen (see p. 264) babies' first words are almost always labels; they are names for people, animals or other things that are important to them. Once babies have attached name labels to a person or an animal or two they are likely to add a label for a favorite food. It will not be a word like "supper", produced out of hunger. Hunger will lead to whining, not talk. It will be a name for some treat food or for something giving special emotional pleasure. "Bopple" and "Cookie" are very usual ones.

Toddlers' attention often turns next to their own clothes. Shoes are a firm favorite for early naming. They have novelty value because the first pair has only just been introduced and they stay in sight much more than do sweaters or pants!

Many children do not get further than this before the middle of their second year. New words come very slowly at first, being added, perhaps, at a rate of only one or two each month. But the child is storing up understanding of language and eventually, often at around twenty months, will burst out with a positive spate of new words. It is not unusual for a child who says only ten words at eighteen months to be using two hundred by the second birthday.

The new spate of words will almost all be centered on the child himself. He is most interested in the things which are part of, or concern him, and these are the things he chooses to talk about. He will learn the names for parts of his own body. He will find his hairbrush and name it, avoid his washcloth while naming it and escape from his crib, by name. When he begins to extend his words to things that belong outside his own home they will still be things that are important to him. He may learn to name the birds he enjoys feeding with crumbs but he will not bother to speak of the school that is important to his sister!

Although these single words are all simple name-labels for familiar objects that the child can see, he uses them in an increasingly varied way as he readies himself for the next stage of speech. You can help him along by paying attention not only to the word he says but to the way he says it. He may label the family pet "dog" and you acknowledge that he is indeed a dog. But next time he uses the word he puts a question mark after it. "Dog?" he says, watching him trot across the garden. Answer the question mark: tell him where the dog is going. He may even make moral judgements with his single words. Watching the dog scratching in your flower bed he

may say "Dog" in tones of deep disapproval. Make it clear that you have understood him by agreeing that the dog is doing wrong.

Using more than one word at a time

Once he has acquired a good collection of single words and has learned to use them with varying intonations and meanings, your toddler will move on to the two-word stage without any prompting. But do not expect his first phrases to be grammatically correct. He adds a second word in order to communicate a fuller or more exact meaning, not in order to speak more "properly". He will not go from "ball" to "the ball" because "the" adds nothing to what he wants to say about the ball. Instead he will say "John ball" or "more ball". Don't try to correct him. If you do, you will limit his pleasure in communicating with you. Try to make him feel that each new effort he makes in this difficult business of talking is worthwhile. When he says "ball" he may mean on of a number of things, but when he says "John ball" it is much easier to guess that he means "Is this John's ball?" or perhaps "Will John play ball?"

Two-word phrases make it much easier to understand the toddler's thought processes. You will be able to see, for example, that he is beginning to be able to think about things which are not actually visible. If he wanders around the room saying "Ted?", "Ted?" you may guess that he is thinking about his teddy bear, but once he wanders around saying "Where Ted?" you will know that he is searching for it. You will be able to hear his early concepts forming too. If he has been at the stage where all animals were called "Pussy" and he now meets an Alsatian dog and says, in tones of doubtful amazement, "BIG pussy?" you will know thtat while he still does not have a separate word for dogs or for animals-that-are-not-cats, he does have a clear concept of cats themselves and is quite aware that this large dog does not fit into it!

Sentences and grammer

Once he has begun to make two-word phrases your toddler will soon add another word or two and make sentences. But he will not do this by copying the things he hears you say. His sentences will follow strictly communicative and logical rules of grammar which will usually be quite different from the "correct" grammar of whatever language you happen to speak.

Don't try to correct your child's grammar. He will not alter what he says to suit your instructions, but your disapproval will put him off. He needs to feel that any message he communicates is welcomed for itself, so just listen to him instead.

Listen to the order of the child's words. He rarely gets this wrong. If he wants to tell his sister she is naughty he will say "naughty Jane". But if he wants to tell you that his sister is naughty, he will say "Jane naughty". If he wants to tell you that he has seen a bus he will say "see bus", but is he wants you to come quickly to the window and see the bus for yourself, he will say "bus, see".

Listen to the way your child makes past tenses. Most English verbs are made into the past tense by adding a "d" sound. The toddler extends the rule and says "he goed" and "I comed".

Sometimes for good measure he adds the "d" sound to a verb that is already in the past tense so that he says "I wented" or "she heened".

Listen to the way plurals are made. Most English words are made plural by adding an "s" or a "z" sound. The toddler extends this logically to all words and says "sheeps" and "mouses".

Listen to your toddler using phrases as if they were all one word. Phrases which the toddler has understood for many months often seem like single words to him. When he comes to use them with another word, he cannot separate the first two to get the grammar right. He has heard "pick up", "put on" and "give me" over and over again. Now he says "pick up it", "put on them" and "give me it".

Learning to get grammer right

A toddler's early sentences are his very own original telegraphese, developed out of his desire to communicate interesting and exciting things rather than imitated from teaching adults. Convincing evidence of this came from a small boy who was taken to see a football match. Thrilled by the scene he said "see lots mans!" It was the first time he had ever seen anything of that kind and he could not possibly have copied the sentence from adult speech. An adult would have communicated the same message with the sentence: "See what a lot of men". If you compare the sounds of the two sentences you will find that they have almost nothing in common. The little boy had thought up his sentence all for himself.

Your child will speak his language and he will listen to you speaking yours. Your quick and understanding response to the things he says will keep him interested in communicating with you, while your correct speech keeps a model in front of him to which he will gradually adapt his own. When he rushed into the kitchen saying "Baba cry, quick!" you know that he means his baby sister is crying and you should go to her at once. You show that you understand his language but you answer in your own: "Is Jane crying? I'd better come and see what's the matter."

If you insist on correcting your toddler's telegraphese and making him say things "properly", you will bore him and hold up his language development. He is not interested in saying that same thing more correctly; he wants to say something new. Let him speak in his own way and don't pretend that you do not understand him when you do.

If you reply to your toddler only in his own "baby talk", you will also hold up his language development because you will not be providing him with new things to say. So along with letting him speak his way, make sure that you speak your way, too. Let him ask you for a "gookie" if that is his word for it; let him tell you that he has "eated it". But you offer him a "cookie" and ask him whether he has "eaten it" yet. As long as you both understand each other and as long as you both say plenty to each other, all will be well.

B. References

"Rules of Talking" (Parts 1, 2, and 3), Bill Wilkerson Hearing and Speech Center, Nashville, Tenn.

Your Baby and Child, by Penelope Leach.

Ski*Hi Model, Thomas C. Clark and Susan Watkins. Department of Communicative Disorders, UMC 10, Utah State University, Logan, Utah. 1975

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING

AGENDA IV

15 Minutes - Introductions

5 Minutes - Questions from previous sessions

10 Minutes - Shoe Story and Encyclopedia Story

30 Minutes - Child Communicative Intents and Parent Reinforcement

15 Minutes - Show "Rules of Talking" from slide 41 to end.

Discuss helping children use their voice and improve their talking.

30 Minutes - Child-talk (homework samples) and parent-feedback discussion

15 Minutes - Speech Development with charts

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Getting Further Acquainted With Participants In Class (15 min.)	To get to know each other better		Tell something about yourself that happened in the last week	
Questions From Previous Week (5 min.)	To clarify information already presented			
Sharing Anecdotes About Shoe, Encyclopedia, & Russian Translation (10 min.)	To be aware of time and complexity needed to acquire language		Presenter will tell stories of Shoe, Encyclopedia, & Russian Translation (See "Basic Concepts" for Session IV, p. 27)	
The Child's Intent (30 min.)	To be aware of the different ways young children try to communicate	Communicative Intents (Form U) Infant and Child Communication (Form V) Chalkboard and chalk	Invite audience participation in brainstorming ways their child tries to communicate Guide discussion on "How Many Ways Does Your Child Communicate?" List these on the chalkboard	Compare participant answers to handout
Reinforcing Communication	To be aware of different ways to reinforce a child's communication intents	Chalk and chalkboard Use list of communicative intents on chalkboard	Participants will suggest a parent strategy to reinforce each communicative intent listed on chalkboard Guide discussion on "What should you do to reinforce your child's communication?" Record responses on chalkboard	Compare responses to Form U

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING
(continued)

AGENDA	OBJECTIVES	MATERIALS/HANDOUTS	ACTIVITIES/PROCEDURES	EVALUATION
Developing Expressive Language (15 min.)	To become aware of different techniques to promote expressive language skills	"Rules of Talking" (Form Q, use last 2 parts) Carousel, slide projector and tape recorder (for "Rules of Talking" slide presentation, slides 41 - to end)	Show slides 41 through the end and discuss last 2 parts of "Rules of Talking". Give example of how to use each rule	
Homework Samples of Children Talking (30 min.)	To be aware of appropriate parent feedback in response to child's talking	Language samples from home	Participants read one sample child statement from homework list and brainstorm adult response using last 2 sections of "Rules of Talking" Use samples from all participants	
Speech Development (15 min.)	To become aware of normal speech development and precision in articulation	Speech Sounds (Form W) Development of Speech Elements (Forms X-1 and X-2)	Discuss speech development using charts (Forms W, X-1 & X-2)	

SESSION IV

HOW TO IMPROVE YOUR CHILD'S TALKING

A. Basic Concepts

1. After first hearing a new word it takes a long time before a child can use that word with comprehension.

   Example: Shoe Story (vocabulary)

   One mother first introduced the word "shoe" when her baby was 9 months old. She noticed that the child was 27 months old before using the word "shoe" with comprehension.

2. Constructing sentences is a very creative process. It involves so much more than repetition.

   Example: Encyclopedia Story (syntax)

   Pick up any volume of an encyclopedia. Randomly open it to any page and point to a sentence. That particular sentence is so unique that it will not appear any where else in that set of encyclopedias.

3. Coming up with the appropriate meaning of words is a complex process.

   Example: Russian Translation (semantics)

   Computers have not been developed, as of yet, to translate correctly one language into another. When the English sentence, "The spirit is willing but the flesh is weak", was fed into a computer for a Russian translation, the result was, "The vodka is good, but the meat is rotten."

4. Young children use many different vocalizations and behaviors in attempting to communicate. It is important for parents to recognize and respond to these communication attempts. Some ways children

attempt to communicate and parents respond include the following:

	Child's Attempt	Parent's Response
1.	Cry	Pick up, hold, rock, feed
2.	Smile	Smile back, pat
3.	Gesture	Imitate, interpret, follow meaning
4.	Reach	Pick up, give something
5.	Point	Look in direction of pointing
6.	Try to talk, babble, vocalize	Imitate, interpret, look pleased, play vocal game
7.	Pull	Bend down
8.	Grasp	Give visual attention
9.	Gaze	Gazing back
10.	Facial expression	Imitate, interpret

5. Language develops first. Precision in speech develops later.

B. References

"Rules of Talking" (Parts 4 and 5), Bill Wilkerson Hearing and Speech Center, Nashville, Tenn.

Ski*Hi Model, Thomas C. Clark and Susan Watkins. Department of Communicative Disorders, UMC 10, Utah State University, Logan, Utah, 1975

Communicative Intents

The infant or child may:

cry

smile

point

try to talk
babble, vocalize

try to sign
or gesture

reach

pull

grasp

Form U

★ ★ The parents must respond to these communicative intents

From: SKI*HI, 1975

Infant and Child Communication

Why they communicate

- to demand or get something
- to control the actions of others
- to establish a bond between parent and child
- to inform others of actions

How they communicate

- gazing (early infancy)
- pointing and other gestures
- vocalizations: cries, coos, grunts
- facial expressions
- babbling (uttering of meaningless sounds)
- jargon (sentence-like strings of meaningless sounds or hand motions used with intonation, rhythm and emphasis)

Form V

Two more ways to establish communication between parent and child:

★ **Turn-taking**

The parent says something and then allows the child time to respond . If the child does not respond, parents help.

★ **Reinforcement**

The parent rewards the child for his communication attempts, immediately after these attempts.

The parent may:

Give spoken praise

Give an object

Give non-spoken praise

Form V (continued)

From: SKI*HI, 1975

SPEECH SOUNDS

As children grow older, their ability to produce the more difficult sounds improves. The following list includes an approximate age in which children should be using a sound correctly. (Regional dialects are not considered speech problems. A standard (if there is one) seems to be the Midwestern dialect.)

Don't expect your child to use a specific sound before the age mentioned in the list. Remember, too, that of the children tested in the research on which the list is based, 25% did not make the sounds correctly at these ages.

Look over the list of sounds carefully. Become familiar with how each one is made. When explaining to your child how to make a particular sound, simplify your description. Don't try to rush a child's speech development; it will take time. Plan on it. Don't pressure him to perform beyond his ability. If he's not ready, wait a while. Always remember, there is no exact time when a child must use a particular sound correctly. Above all, learning to make sounds and using them in words should always be fun for both you and him.

TEMPLIN SOUND DEVELOPMENT NORMS

Age	Sounds
3	mmmm, nnnn, ng, f, p, h, w
4	y, k, b, d, g, r
4 1/2	ssss, sh, ch
6	t, v, l, th (without voice)
7	zzzz, zh, j, th, (with voice)
8	wh

From: Teach Your Child To Talk
by D.Pushaw
Cebco Standard Publishing,1976

DEVELOPMENT OF SPEECH ELEMENTS

Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8 Age
w-- water	-w- flower	y- yes	-d bed	-l bell	v- vase	-j cage
m- mouth	-m comb	-ng- swinging	r- red	-g big	thr- three	-v stove
-m- hammer	-n- penny	-ng ring	-r car	-t- letter	z- zipper	-th- brother
n- no	-n spoon	-r- carrot	-l- yellow	-t hat	-z- scissors	-z nose
h- hot	g- girl	l- light	-b bib	ch- chair	-s- whistle	-z- measure
b- boy	-g- wagon	-mp lamp	-ch- kitchen	fl- flying	-s house	
-b- baby	k- cat	j- jump	-ch watch	th- there	sk- school	
p- puppy	-k- cookie	-f- coffee	sh- shoe	-th- nothing	sl- slide	
-p- apple	f- fish	s- Santa	-sh fish	-th mouth	st- stop	
d- dog	-f knife		th- thumb	-sh- fishing	sn- snow	
-d- dada	t- teeth					

Adapted from the Laradon Articulation Scale. Courtesy of Edmonston, William. E Child Language Foundation, Denver.

Form X - 1

THE DEVELOPMENT OF SPEECH

By		Speech Sounds
3 to 5 months	_____	Back open vowels: ah, uh
6 to 8 months	_____	Makes lip sounds: m, p, b
	_____	Begins front vowels: oo as in boo, u as in foot
	_____	Begins making tongue sounds: l as in light
9 to 11 months	_____	Consistently produces lip-smacking sounds:
12 to 17 months	_____	Lip sound: w as in wow
	_____	Open sound: h as in hi
18 to 23 months	_____	Beginning to make: t, d, n
24 to 29 months	_____	(m) as in mom
	_____	(b) as in bye-bye
	_____	(w) as in we
	_____	(h) as in house
	_____	(p) as in potty
30 to 35 months	_____	(t) in toy or toot
	_____	(d) as in doggie
	_____	(n) as in no
36 to 47 months	_____	(k) as in cookie
	_____	(g) as in go or good
	_____	(ng) as in bang! bang!
48 to 59 months	_____	(f) as in fun, rough
60 to 60+ months	_____	(y) as in yellow or yo-yo
	_____	(v) as in valentine, give
	_____	(s) as in sun, bus
	_____	(sh) as in shoe, fish
	_____	(ch) as in chair, watch
	_____	(l) as in look, ball